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ABSTRACT

The Windham School District sought to determine the extent of career education within the adult corrections field and the adequacy of the program and designed a pilot model of a career education delivery system in a correctional setting. (The Windham School District provides a school program to serve the educational needs of persons incarcerated in the Texas Department of Corrections who are not high school graduates.) A survey of the states assessed the extent, scope, and quality of career education in adult correctional institutions. Inmates were tested to identify student career educational needs. Seminars were the setting for inservice training of the selected staff, and training material was procured and/or developed. It was concluded that very little, if anything, was being done to introduce or implement career education in a correctional setting. It was recommended that the pilot program that was implemented at two sites be expanded and developed within the Windham School District. (Appendixes, amounting to approximately three-fourths of the report, include a proposal for the research project; the Model Delivery System for Career Oriented Education in a Correctional Setting, that covers planning the design, implementation, and evaluation; sample survey forms; and survey results and data.) (YLB)

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ED234169

DEVELOPMENT OF A CAREER EDUCATION DELIVERY SYSTEM FOR CORRECTIONAL INSTITUTIONS

WINDHAM SCHOOL DISTRICT

TEXAS DEPARTMENT OF CORRECTIONS

PERFORMED IN COOPERATION WITH THE

RESEARCH COORDINATING UNIT

DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY

TEXAS EDUCATION AGENCY

March 15, 1979

CE 036839

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PREFACE

Under a contract with the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, Windham School District has conducted a study for the formulation of a planning model to provide the basis for implementing career education in a corrections setting.

The results of this effort is contained in this volume.

Special thanks is due to Mr. Oscar Millican, Program Director for Research, Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, Austin, Texas for his able assistance and guidance.

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CHAPTER I

INTRODUCTION

History has shown that the prisons have been the depository and repository for most of societies misfits at one time or another. The prison population is composed of persons who are not only deranged, demented or both, they also lack positive self concepts and are functionally lacking in the socialization processes required of residents in todays society.

In Texas, the answer to this challenge was to establish, by Senate Bill 35, the Windham School District with the purpose and mission of serving the educational needs of most persons incarcerated in the Texas Department of Corrections (TDC) who are not high school graduates.

The Windham school program, which conducts classes at all units of the TDC (except for the Diagnostic Unit which is a "reception-processing" unit), provides an opportunity for its students to acquire the academic, vocational, or both, skills and knowledge necessary for an adult to function on return to the modern world.

In many respects the Windham program is unique. Not only was it the first educational system of such scope and wide influence, it was also the first such institution to be established within a statewide prison system. The great majority of Texas felons are school drop-outs. Classes, which operate on a 12-month scholastic year, are non-graded.

Academic teachers instruct students in reading, language arts, social studies, science, civil defense, mathematics, health, physical education, the arts. Various programs are used to implement these disciplines i.e.. Adult Performance Level (APL), General Educational Development Testing (GED), Title I (Reading and Math) and Bi-Lingual. Additionally there are certified special education personnel to work with the handicapped, emotionally disturbed and mentally retarded.

The Windham Vocational Program includes courses and disciplines designated as skill level training (there are some thirty-one of these). Agricultural Pre-Employment Laboratory, Gainful Homemaking, Office Pre-Employment Laboratory, Industrial Cooperative Part-time Training, Industrial Pre-Employment Laboratory are the umbrellas covering such things as Metal Trades, Construction Trades, Home and Community Services and so forth.

The Vocational Department utilizes Occupational Orientation instructors who present a Reality Adjustment Program (RAP) with the goal of preparing the student for entry into the world of work.

CHAPTER II

PROBLEM AND BACKGROUND

Most penitentiary systems, correctional systems, or both, have either an educational system or a work system or a combination. America has been vacillating in its prison philosophy. The pendulum has swung from retribution, through rehabilitation by means of labor, to education - both academic and vocational. Many correctional education systems have problems similar to those existing in the free world schools; namely, most of the students participate in academic pursuits with only a small number permitted to partake of vocational offerings. In 1972 the Texas Education Agency recognized the implication of this situation when it identified career education as one of nine priority areas of concern. This concern was reaffirmed in April 1973 when career education was identified as one of the three top priorities for development.

Career education is not the same as vocational education nor is it an adjunct to all education. It tries to prepare the whole person for a full and satisfactory life by assisting students to develop a wholesome value system to improve problem identification - solving skills, and facilitate the decision making processes. Career education is most assuredly not anti-intellectual; it is designed for all people for all of life. The prisons then is where career education must go if it is to assist the unskilled, ill-equipped, incarcerated individual who is in conflict with the responsibility concepts, legal employment of capabilities, and where positive self images need to be developed.

Prison inmates have distorted value systems which are neither compatible, nor congruent, with the work-oriented American society. Most adult offenders are not aware of the opportunities available to them via the world of work; opportunities to develop a positive outlook, acquiring salable skills, improve self-confidence and to create greater job potential.

The problem is, "How to develop a career education delivery system for incarcerated adults" which comprises a program of materials, activities and experiences designed to prepare the participant for a return to the free world with a reasonable capability for satisfactory and successful participation in the world of work and accompanied by a gratifying role in their families and service to their communities.

Believing that Career Education is able to serve as a vehicle to assist in the aforementioned desirable behavorial modification, the Windham School District was given approval and funding to determine the feasibility of "infusing career education into existing curricula" (See Appendix A).

The three purposes of this project are: to determine the extent of career education within the adult corrections field, second, the adequacy of the program and third, to design a pilot model of a career education delivery system in a correctional setting (See Appendix D, with annexes).

Specific objectives to be attained are:

(1) A survey of all state adult correctional institutions to determine extent and development of existent career education models.

(2) The synthesization and evaluation of career education models in correction.

(3) The evaluation of the special needs of Windham School District in implementation of a career education model.

(4) The development of a career education delivery system in a correctional setting.

Using the information gleaned from the survey of the penal systems of the various states of the United States, the synthesis of that data, and in consulation with career education specialists and sources, a model will be developed in compliance with the Texas State Plan for Career Education and the Career Education Incentive Act of the U.S. Government.

CHAPTER III

METHODOLOGY

Survey

August 1976 was the date when a survey of the states (Appendix E) was initiated to determine the extent, scope and quality of career education in adult correctional institutions. Survey forms were sent to the state adult correctional institution for the 48 contiguous states plus Alaska, Hawaii, New York City, and the District of Columbia. Replies were received from 48 states plus New York City and Colorado State Reformatory. Information was not received from the states of Delaware and New Mexico or the District of Columbia.

SYNTHESIS OF SURVEY

Examination of the Career Education in Corrections Survey Forms (Appendix F) confirmed early speculation. No formal, or even semi-formal, programs were reported. Additionally there were very strong indications that the term "career education" was misunderstood, misused and misrepresented.

The survey forms were examined, evaluated and synthesized. See Appendixes (H, I) . The ten goal statements were synthesized into the following categories:

I. Institutional Commitment
II. Budget
III. Staff Development
IV. Community Support
V. Instructional Services
VI. Instructional Resources
VII. Occupational Information
VIII. Self-Assessment
IX. Basic Learner Outcomes for Career Education
X. Procedural Outcomes

The "comment section" of the Survey Form, Career Education in Corrections, was most informative and revealing. Remarks, such as

the following, demonstrated a complete misunderstanding of the term Career Education:

> The University of _____offers Career Educational courses in criminal justice. We encourage our staff to make full use of the Universities... We require our correctional and probation officers to attend... This... is conducted by experienced Correctional Officer. To become a member of the Division... successful completion of this course is mandatory.

Other remarks confirmed varying degrees of misunderstanding of the term Career Education. Some institutions however have some comprehension of Career Education as illustrated below.

One state, Idaho, appeared to be knowledgeable about career education. They referred to the three phases-- first, Career Awareness, second, Career Exploration and third, Skill Training-- as being basic to their attempt to coordinate a variety of programs as ABE (Adult Basic Education), APL (Adult Performance Level), Secondary and Post Secondary education programs.

A second state, Maryland, acknowledged the need for career education and gave an indication how they are attempting to implement it.

> Pilot career education centers, funded through ESEA Title I, are operational at two of six adult institutions. In-service education provided by Md. State Dept. of Education.

South Carolina's survey form is the most intriguing of those received. They credited themselves with a value of one out of a possible score of twenty-four and then went on to explain:

> In the strictest sense, the SCDC has established no formal program of career education; however, the Department's Division of Educational Services is committed to the concept. To this end, we have emphasized the scope of career education: decision-making, employability, civic/social responsibility, work values, and self-fulfillment. In terms of sequence, we have sought to make the inmate aware of his career, to explore the same with him, and to develop skills in him; admittedly we have had neither the monies nor the personnel to concentrate adequately on placement and follow-up. Certainly we would like to discover funds

with which to establish career education, which we view as a comprehensive, systematic, and cohesive plan of education offering fundamental knowledge, skills, and attitudes to the inmate so that he can plan and prepare for a meaningful role as a contributing member of society.

TESTING INSTRUMENT

The testing instrument used was the Texas Career Education Measurement Series (CEMS). This instrument is a diagnostic measurement system designed to support career education. It consists of a survey test and sixteen category tests.

The measurement instruments, which are objective-based, are appropriate for use in grades seven through twelve. The survey test is a screening device to determine areas for further testing. The category tests provide diagnostic information about student development in relation to behaviors described in the basic learner outcomes.

Using the CEMS, comparative information was garnished from a sampling of students of the Windham School District, Ferguson Unit, through a testing program completed in August 1976. See Appendix K.

DESCRIPTION OF TESTING ENVIRONMENT
(Special Needs of Windham School District)

The State of Texas, with the assistance of what may be called a unique school system, The Windham School District, Texas Department of Corrections, provided the scenario, the environment, and the personnel, to develop a career education system for correctional institutions.

In some respects the entire State of Texas represents the community served while from another perspective the community served may be identified as the Texas Department of Corrections. Adding to the uniqueness of this school district is its tax structure. The district is without assessed property valuation and without a tax structure. Funding is via appropriated state funds, Federal programs as ESEA, LEAA, and special grants, as well as revenue producing activities such as the Annual Inmate Rodeo.

The district (WSD) is novel also in its student body. Their mental ability is skewed downward while the chronological age leans

toward older populations. This is of course not true for all fifteen units which are dispersed along a 225 mile generally North-South axis extending from Freeport, Texas to Athens, Texas. The result is a student body of postsecondary age students participating in elementary school level studies, secondary school programs, vocational instruction and General Educational Development Testing (G.E.D.).

Within necessary security measures, designed to insure the safety of both the inmate and the "free-world" employee, opportunities are provided for individual expression and development. Many compuses provide for artistic (painting, music, drama, dance) manifestation, athletic development (soft-ball, basketball, gym) and other positive self-image building activities as Jaycees and Explorer Posts.

Emphasis is relatively equal on each area of the curricula (academic, developmental (special) education and vocational). Both the self-contained and departmentalized systems of classroom management are utilized. Modules are in use in many of the classrooms where students progress at their own rate utilizing personalized instruction for 12 months a year.

The most difficult parameter with which curriculum innovation and development has to contend in the Windham School District is that of the school day length, the school week, or both. At the majority of units the school day is six hours long and a student attends only one day a week while participating in the regular academic program. Developmental Education students in most cases attend school for a daily six hour period BUT attend five days a week. Likewise the vocational student. In special cases there are sometimes modification to these two basic time frames.

Exceptions and special cases are normally determined by the industrial mission assigned that unit by the Headquarters, Texas Department of Corrections.

DETERMINATION OF STUDENT NEEDS

Administrative arrangements were concluded with the WSD's Ferguson Unit for the testing of 55 inmates as the initial step in assessing student career education needs (See Appendix J). Appendix K is a comparison of the results of the Windham School District sample with an equivalent public school sampling as reported by the Texas Education Agency. The same information is presented graphically in Appendix L.

STAFF SELECTION AND TRAINING

A teaching staff for the infusing of career-oriented education was nominated and selected for the Ferguson (all male, young offender, usually under 21 years of age) unit and also the Mountain View (all female) unit. The inmate population is confined to one sex at each unit. The teaching staff is mixed according to ethnicity, and sex.

Of the four person, regular academic, teaching staff at the Mountain View unit a male teacher was selected for participation in the pilot program.

Of the twenty person, regular academic teaching staff at the Ferguson unit, three male and three female teachers were identified for participation and training in infusion of career education.

Two regularly scheduled in-service days were utilized to present a seminar type of training program to the selected staff of seven teachers.

The major materials used to demonstrate the infusion process consisted of the four fundamental district curriculum guides (communication, science, mathematics, and social studies) and the two types of kits (teacher and student) containing work shop materials for career education implementation. The training material was prepared by, and procured from, Center for Career Development and Occupational Preparation, College of Education, Texas A & M University, College Station, Texas 77843.

Sample modules were prepared using the kits and basing the module content on the Basic Learner Outcomes for Career Education as presented by the Texas Education Agency.

Based upon recommendations from the pilot teachers, and suggestions from various discipline supervisors, supporting career education commercial materials and programs were procured and made available to both student and teacher. Examples of these materials are "Building Your Tomorrows" from American Learning Systems, Columbus, Georgia; Dictionary of Occupational Titles, U.S. Government Printing Office; map skills; Job Box, reading skills multimedia kits and others.

IMPLEMENTATION PROCEDURES

At the Mountain View unit students attend school five days a

week for six hours per day. Career education at this unit was infused into the academic curriculum during social studies on a once a week, one hour period, plan. The teacher also prepared some practice modules for infusion of career education into other facets of the curriculum (i.e. mathematics) for which he was responsible. During this pilot period the Mountain View School was using a departmentalized administrative system.

On the Ferguson unit, the second site for the testing program, a different administrative plan is in operation. Regular academic students attend school one, six hour, day per week and the classrooms are self-contained i.e. the teacher is responsible for the total academic curriculum (communication, mathematics, science, social studies).

Within the time frames, constraints and administrative organizations indicated above, the selected personnel, using purchased materials and an occassionally personally prepared module, began the process of infusing career education into the regular academic curriculum. See diagram page 11.

CONSULTATION WITH CAREER EDUCATION SPECIALISTS

Representatives of Windham School District traveled to three different states on a career education fact finding trip. Their report follows:

> Two units of the Georgia Correctional System were visited.
>
> One, a penal institution for young first offenders has a Career Education Program designed to integrate Academic and Vocational Training through a guidance program.
>
> The students attend 1/2 day of Vocational Lab Program to learn a skill and the other half day is spent in academic areas which include Career Training in their programs. This combination of Vocational, Career Education and Academics is fused together through a counseling system that attempts to carry this over into the release of the student from corrections and is utilized in the actual job in the free world. This is a contract type of vocational/correction sentencing.
>
> The second Georgia institution to be visited has a vocational training program that integrates Career Education directly into the lab. A part of each day is concerned specifically with career information related

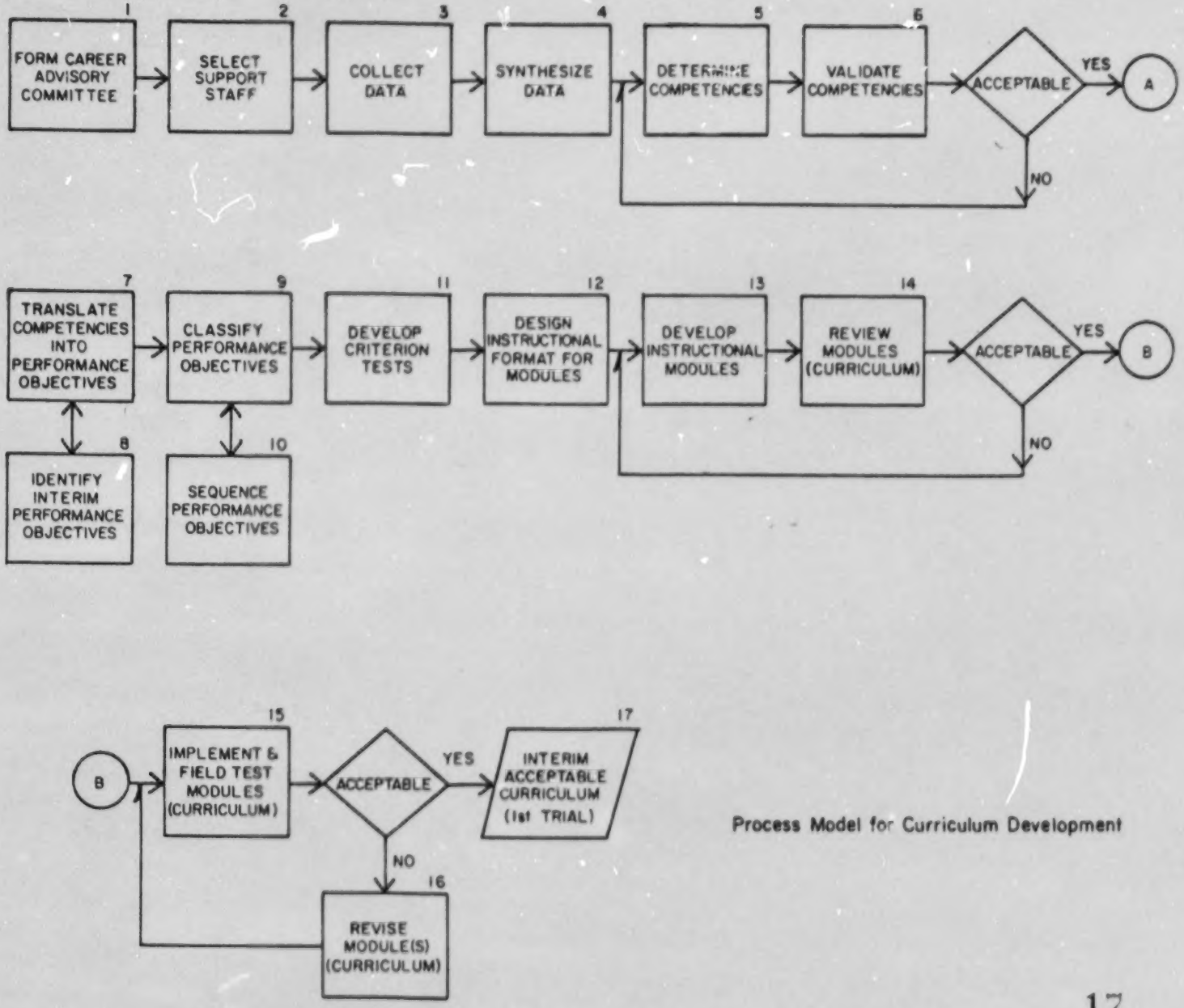

ILLUSTRATION I

Process Model for Curriculum Development

directly to the skill being taught.

Maryland is in a tentative stage of Career Education development. Their approach is to teach a Career Education Class separate from any vocational class. The main objectives are to instill work habits, demonstrate proper dress, and teach skills necessary to survival in the free world.

The approach to Career Education at the New Jersey Garden State School is found more in theory than application. The basic assumption is to tie the Vocational Training directly into a job upon release. This is to be accomplished by utilizing the prison industry as a vocational class. It is difficult to tell which is vocational training and which is industry. The connection between theory and related subject matter was not readily observable as presented in the majority of programs. Several vocational classes in one unit were well equipped and met what is condsidered to be acceptable standards in both skill training and related academic areas. A placement officer is working with the vocational students upon release. Little implementation of actual Career Education in the classrooms was noted.

THE ADVISORY COMMITTEE

An advisory committee representing industry, corrections, and education was formulated as shown below.

Charles Eckstrom
Personnel Director
Proler International
Corporation

William F. McCullough
Chief Consultant for
Corrections Programs
Texas Education Agency

Elton R. Thomas
Program Officer
Advisory Council for
Technical Vocational
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Special Projects
Division of Occupational
Research & Development
Texas Education Agency

Fred Smith, Jr.
Principal,
Ferguson Unit
Windham School District
Texas Department of
Corrections

The Advisory Committee on Career Education met, proposes, and recommends for adoption by the Board of Trustees of Windham School District, the following policy:

POLICY ON CAREER-ORIENTED EDUCATION

In the foreseeable future, more than eighty percent of all occupations will require the acquisition of vocational skills below the baccalaurate level. In order to meet this real need the education mileu in general, and in particular the Windham School District, should create an atmosphere for the development of an education system which will provide learners the opportunity to develop their personal knowledges and skills to maximum capacity.

Through integration and interaction between and among resources of Windham School District and the Texas Department of Corrections, Windham School District should direct its efforts to assist the student to develop personal knowledge, skills, competencies, attitudes and awareness of a broad range of opportunities in relation to careers and the world of work.

We recommend that, in order to accomplish these efforts a CAREER-ORIENTED EDUCATION PLAN be developed to assist in providing for an orderly implementation of career-oriented education concepts.

Definition of Career-Oriented Education:

Within the Texas Department of Corrections' Windham School District, Career-Oriented Education can best be operationally defined as, "the continuing experiences one has in their lifetime which aid one in becoming a productive and contributing member in the work-world society, whether in an institutional environment or in the community."

Learner Outcomes:

The Committee further recommends the establishment of a delivery system which provides to each individual learner opportunities designed to:

1. improve knowledge of the accepted fundamentals:

   reading, writing, and arithmetic;

2. offer exploration, investigation and preparation for a career which is both realistic with regard to needs, interests and abilities, and yet remain within the constraints imposed by the mission of the Texas Department of Corrections;

3. provide gain in self-awareness, giving specific emphasis to values which build a positive self-image;

4. increase understanding of the social and work world, and how one can best function in that world of work.

PRIORITIES IN DEVELOPING THE PLAN FOR CAREER-ORIENTED EDUCATION

TDC-WSD COORDINATION

Recommendations of the Committee are intended to enhance, rather than impede, the primary mission of the institution. The best interests of all will be served by identifying constraints and working within them in order to establish policy.

It is also recommended that a relationship be formed which will make the educational process consistently more relevant to inmates' needs. Hopefully, this will assist in reaching the long-term goal of the institution--reduction of the recidivism rate.

Staff Development. The Committee acknowledges the need for the promulgation of the specialized training program in instructional development for the Windham School District staff which utilizes the resources of business, industry and labor to facilitate incorporation of career-oriented education concepts into the classroom.

Curriculum. The Committee recognizes the need for the establishment of a plan for career development which provides for the interaction and movement between the academic and vocational components of education. The plan must provide broad, general training around practical needs such as vocational development, satisfactory human relationships

and the creative utilization of time.

The curriculum should attempt to assist the inmate in self-awareness and the self-directional processes through a curriculum which stresses reading, writing, and arithmetic.

Vocational-Academic Coordination Services. The Committee additionally recommends the development of a counseling component which is committed to working with each inmate in developing a meaningful educational plan. The plan to be continually reviewed and updated, and conforming to the Texas Department of Corrections' policies and practices.

CHAPTER IV
ANALYSIS OF THE DATA

INTRODUCTION

It has been estimated that eighty-two percent of the Texas Department of Corrections (TDC) inmate population are school dropouts. Most of the adults are found, upon entry into the TDC, to be lacking in the education, vocational and social skills necessary for establishing, and maintaining, a level of employment conducive to the economics and social support of themselves, their family, or both. Research carried out by the TDC indicates that the average educational achievement level of the incarcerated inmate ranges between the fifth and sixth grade level. About fifty percent of inmates have less than a seventh grade education, approximately fifteen percent are illiterate and over thirty percent are under twenty-five years of age.

Nationwide there are approximately three million persons admitted to, controlled by, and released from the correctional systems. On any given day of the year there are approximately 1.5 million persons under correctional control. The American Bar Association in 1971 projected the 1975 average daily inmate population to be 1.8 million persons. The report from the TDC entitled "Texas Department of Corrections: 30 Years of Progress" shows the average inmate population for 1977 to be 20,982.

Prison doors are really revolving doors, despite all the bars and the locks, with the same persons going in and out. "...the correction systems are correcting few. In 1931 it was estimated that ninety-two percent of the prison population had been in prison before. Today we have reduced this to the glorious figure of approximately eighty percent" (Murphy, 1972).

The concept of adult career education in corrections is not to be confused with career education for young people in a public school setting, or the vocational-industrial training programs in the prisons. Adult career education in corrections is designed as a planned program for developing within the offender the knowledge, skills, attitudes and values, required to fulfill their own unique needs through education in occupational decision making, legal employability, learning social and civic responsibilities, contructive leisure-time activity and positive self-fulfillment. It is designed to prepare each individual for the meaningful pursuit of vocational, avocational, social, civic and personal commitments.

TREATMENT

Treatment, in the TDC, is that function which seeks to meet the resocialization needs of the incarcerated individual through programs of education, recreation, religion, and physiological and psychological health care.

The Windham School District of the TDC, and the College Program, represent the educational arm of the Treatment Function. There are approximately seventy courses offered in the vocational programs through the Windham School District, the College Program and Texas A & M University Engineering Extension Programs.

Mean enrollment, as reported by TDC, in educational programs as of 1976 are as follows:

Windham Academic	9,000
Windham and Junior College Vocational	950
Junior College Academic	2,000
Senior College Academic	125

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The early suspicion - that very little, if anything, is being done to introduce or implement career education in a correctional setting - was easily and quickly confirmed by the information in the survey of the fifty states. It is readily apparent that not only is very little actually being done about career education for inmates of correctional institutions, but the term "career education" is misunderstood by most of those who would be the parties responsible for the implementation of such an educational program.

The next conclusion to be reached is that since the term career education is clearly so misunderstood, it follows then that career education must be inadequately financed, under staffed, ill-equipped, and inadequately implemented. The information gleaned from the survey makes these conclusions inescapable.

Examination of Appendix L, Statewide Student Performance, and then comparing the results of inmate testing with the ninth grade CEMS sample shows a great similarity in ability to meet subcategory performance criteria. Two outstanding differences are noted. The first in the area of Job Characteristics (06). The higher score obtained in the WSD sample is probably the result of greater chronological age with accompanying broader experiences. The second noteworthy difference is in Needs and Interests (07). The CEMS sample, having attended school for a longer period of time, probably acquired more needs and a greater spectrum of interests as a result of more education as different from the WSD sample. Similar speculation could be applied to Worker Interdependence (22). The above tends to confirm what has been postulated by TDC research.

All of the forgoing leads one to conclude that the corrections field would serve as an excellent testing and proving ground for career education; that the inmate population is as much in need of such a program as are the members of the free world society.

RECOMMENDATION

That the pilot program contained herein be expanded and developed on a broad scale within the Windham School District with the

goal of fulfilling the following objectives:

1. Identify vocational and academic curriculum goals and objectives which pertain to career education in the cognitive, affective and psychomotor domains.

2. Modify and pilot test existing curricula infusing career education goals and objectives specific to various levels of instruction.

3. Develop and pilot test new learning activities which infuse/integrate career awareness, career exploration and career preparation concepts into appropriate levels of the curriculum.

4. Develop and pilot test vocational and academic curricula that include the self-analysis/self-evaluation process in career awareness, career exploration and career preparation.

5. Develop and pilot test academic units of instruction involving information about the world of work.

6. Develop and pilot test self-awareness experiences through which students can determine the assistance or resources needed to meet their career goals.

7. Perform an evaluation following the design developed by Texas Education Agency. This evaluation will involve both process (interim) and product (terminal) activities.

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APPENDIX A

PROPOSAL FOR RESEARCH PROJECT IN OCCUPATIONAL EDUCATION

Submitted to the Division of Occupational Research and Development
Department of Occupational Education and Technology
Texas Education Agency

TITLE OF PROPOSED PROJECT:	Development of a Career Education Delivery System Model for Correctional Institutions
APPLICANT ORGANIZATION:	Windham School District P.O. Box 40 Huntsville, Texas 77340
PROPOSAL DEVELOPED BY:	W.E. Monroe Vocational Programs Coordinator 713/295-6371, Ext. 343
PROJECT DIRECTOR:	Maxia Farris Vocational Assistant Administrator 713/295-6371, Ext. 434
PROPOSAL TRANSMITTED BY:	Maxia Farris /s/ Maxia Farris /t/ Vocational Assistant Administrator 713/295-6371, Ext. 434
CONTRACTING OFFICER:	Lane Murray, Ed.D. /s/ Lane Murray, Ed.D. /t/ Superintendent 713/295-6371, Ext. 391
DURATION OF PROJECT:	July 1, 1976 to June 30, 1977
TOTAL EXPENDITURES REQUIRED FOR PROPOSED PROJECT:	$31,744.00 (Part C Funds FY 76 $28,570)
DATE TRANSMITTED:	April 27, 1976

TITLE OF PROPOSED PROJECT:	Development of a Career Education Delivery System for Correctional Institutions
APPLICANT ORGANIZATION:	Windham School District
PROJECT DIRECTOR:	Maxia Farris
EXPENDITURES REQUIRED FOR PROPOSED PROJECT:	$31,744.00 (Part C Funds FY 76 $28,570)
DURATION OF PROJECT:	July 1, 1976 to June 30, 1977

PROBLEM

The prison has historically been the repository for societal misfits; lacking positive self-concepts, and functionally lacking in socialization processes necessary to meet the demands of society.

Career education appears to offer a vehicle through which proper career decisions and "coping skills" may be transmitted. However, the paucity of data and experience in corrections of a model requires modification of existing curricula to develop a conceptual framework.

OBJECTIVES

(1) A survey of all state adult correctional institutions; to determine extent and development of existent career education models.
(2) The synthesization and evaluation of career education models in correction.
(3) The evaluation of the special needs of Windham School District in implementation of a career education model.
(4) The development of a career education delivery system in a correctional setting.

PROCEDURES

Current curriculum development in the area of adult career education will be researched and utilized. This information, either from public or private sectors, can be modified to meet the unique needs of the students of Windham School District.

Using the resources gathered through the survey technique, the synthesization of existing programs, and consultation with career education specialist, a model will be developed in compliance with the Texas State Plan for Career Education.

RESULTS TO BE PRODUCED AND PROPOSED UTILIZATION OF FINDINGS

A model for career education will be the appex of the research study. The planning model will provide the basis for implementation of career education in a corrections setting.

Statement of the Problem

Career education constitutes an attempt to better prepare people for life by fusing the academic and the working worlds. The goal is to teach students how to apply what they learn so they can make a living and cope with the work-a-day world. Career education is concerned with the whole person. It means teaching students not only salable skills, but also skills as balancing a checkbook, filling out a job application, and understanding a product label. But it does not neglect Shakespeare. It is not anti-intellectual.

Career education is not the same as vocational education; the latter is only a part of career education. Career education does not only involve job preparation it also tries to prepare the whole person for a full and enriching life. It aids in developing values, improving decision-making ability, and assists in problem solving.

Nowhere does a greater need exist for career education than in the prison. It has long been established the prison is a societal repository for unskilled, ill-equipped individuals in conflict with the goals of an established value system. To the prison come those individuals who, for the most part, have failed within a traditional framework to internalize the concepts of civic responsibility, work-orientation, decision-making skills, and/or positive self-concept. The men and women in the prison have distorted values. Their values are not compatible with the values of a work-oriented society. They tend to be insecure, to have a low self-image, and they are lacking in self-discipline and self-direction.

It has been estimated that eighty-two percent of the inmates in TDC are school dropouts. Nearly all of the inmates within TDC are lacking in the educational, vocational, and social skills necessary for legally supporting themselves or their dependents. The Division of Research of TDC estimates the average educational achievement of offenders at fifth to sixth grade level, with at least seventy seven percent lacking work experience at a level sufficient to warrant unemployment compensation.

Most adult offenders are not aware of the opportunities available to them in the world of work. They lack self-understanding and are not fully aware of their own capabilities and potential. They usually have had little opportunity to explore the occupational options which may be open to them. Most likely, they are totally unfamiliar with employability skills and job-seeking techniques.

The failure of corrections as a system of punishment and retribution is a fact. The social and economic costs are staggering. It has been conservatively estimated that it costs approximately $2000 per year to keep a person in the Texas Department of Corrections. A five-year sentence costs the tax payers of the State of Texas $10,000 (Estelle, 1976). It costs the American people almost $2 billion annually to support the criminal justice system--a system of self-perpetuation and circularity.

The correctional systems of this nation admit, control and release an estimated 3 million individuals each year. On any day during the year, roughly 1.3 million individuals are under correctional jurisdiction. The American Bar Association projects the 1975 average daily population in correctional institutions at 1.8 million individuals (American Bar Association, 1971).

These are adults who have violated the rules and will continue to do so--unless they are provided with the training and treatment to prepare them for productive and contructive participation in the free world. Despite the iron bars and security locks, the doors of the prison are revolving doors perpetually letting the same persons in and out. ". . . the corrections system is correcting few. In 1931 it was estimated that 92% of the prison population had been in prison before. Today we have reduced this to the glorious figure of approximately 80%" (Murphy, 1972).

As long as society persists in compulsory confinement, without providing programs specifically designed to prepare the offenders for productive and constructive roles in the free society, there is little hope of stopping the revolving door. The need is for a vehicle which can deliver to incarcerated adults a program of activities and experiences to prepare them for successful participation in the world of work and satisfying roles in their families and communities. Career education is such a vehicle.

The concept of adult career education in corrections is not to be confused with either career education for public school settings or vocational training in prisons. Adult career education in corrections is a planned program for developing within offenders the knowledge, skills, attitudes, and values required to fulfill their own unique needs through occupational decision making, employability, social and civic responsibilities, constructive leisure-time activity, and self-fulfillment. It prepares each individual for meaningful pursuit of vocational, avocational, social, civic and personal commitments.

Since its creation in 1969, the Windham School District has been a significant factor in the rehabilitative process within the Texas Department of Corrections. Through the academic curriculum, 6,987 student/inmates have studied for and achieved either a high school diplima or G.E.D.. In a like manner, 2,500 students have completed

and been certified as graduates of the Windham School District vocational program.

One overriding philosophy of the Windham School District is that of providing, through an avenue of learning, the skills and social development necessary for a citizen to function in a free society. The method of implementation of this philosophy has largely consisted of traditional basic education techniques with isolated instances of cognitive/affective training, such as the Reality Adjustment Program conducted through Occupational Orientation personnel in the vocational department.

There appears to be a need to interrelate this major goal and perfect a career decision-making model that could be used by all teachers to assist students in upgrading themselves educationally and in making realistic career decisions, based upon each student's enhanced personal value system.

The life style of an individual creates different vocational choices at various times. Historically, in the formative years of adolescence the individual makes an occupational choice based on many differing processes interacting upon that individual. Given a reasonable development of inherited aptitudes, genetic composition, and differential opportunities, the fairly stable individual should be facile enough to make logical occupational decisions and choices.

Apparently, the public offender, in a majority of cases, has experienced an arrest in the developmental process resulting in a poor self-concept. With this poor self-concept, decisions regarding legitimate career choices suffer demonstrably. One only has to look at statistical reports issued by TDC to see the numbers of poorly-educated, largely under- or unemployed individuals who have traveled through society into the criminal justice system.

It then becomes an inherent responsibility of the Windham School District to undertake, within the educational milieu, an attempt at the reintegration of those persons into the mainstream of society.

No single program can ever conceivably achieve the status of "panacea" in the area of crime control. The problem of deviant behavior has its roots implanted in the individual long before he comes within the purview of the prison. But once he has come into that environment, all of the resources available, and some yet to come, must be brought to bear in an attempt to prevent his return.

The bulk of research done in the area of career choice and development appears to focus on the in-school youth, the disadvantaged adult, and the potential drop-out, with an apparent paucity of data on the adult incarcerated public offender.

It would behoove the Windham School District, as a fore-runner in correctional education, to maintain its leadership by developing a career education delivery system suited to the particular needs of the adult offender.

Objectives

Objectives of this study will consist of:

(1) A survey of all state adult correctional institutions; to determine extent and development of existent career education models.

(2) The synthesization and evaluation of career education models in correction.

(3) The evaluation of the special needs of Windham School District in implementation of a career education model.

(4) The development of a career education delivery system in a correctional setting.

Methodology

The uniqueness of Windham School District hinders absolute replication of most programs developed for public school, adult basic education, or other correctional settings. However, it is incumbent to fiscal accountability to utilize existing materials, if available, in developing new curricula for education.

Therefore, the survey that will accomplish the objective to determine extent and development will additionally provide a base for instructional materials for curricula development.

The survey will provide data for constructing an information processing system to provide information for decision making. This information system will provide data concerning clients, hardware/software, and programs in relation to developing clients' decision-making and employability skills. Also, it will provide data for use in meeting objective number two.

After collection of the available data needed to assess the strengths and weaknesses of client population, an advisory committee will provide input and direction into the evaluation process necessary for synthesization of existent materials.

The membership of the advisory committee established shall include:

(a) a representative from Career Education Division, Texas Education Agency;

(b) the Chief Consultant for Correctional programs, Texas Education Agency;

(c) a representative from Windham School District responsible for education programs at the local campus level;

(d) a representative of Windham School District responsible for supervision and administration of vocational education programs;

(e) a representative of Texas Education Agency having knowledge of educational needs of disadvantaged adults;

(f) a representative from the staff of the Advisory Council for Technical Vocational Education in Texas;

(g) a representative from business or industry with direct experience in the employment of former inmates;

(h) a representative of the Texas Department of Corrections directly involved in the coordination of the educational and the correctional missions.

This committee will meet in work sessions to provide expertise and direction in the completion of objective three and four.

The overriding purpose of this project is to provide a vehicle for designing a delivery system which will meet the real needs of the clients and improve the education process.

The adult career education plan is a management plan. There will be a definition of management sub-goals and performance objectives and the method of achieving the desired outcomes. In designing the plan the first step will be to consider what will be delivered, where the delivery will take place, how it will be done, and who will be involved.

Any model for adult career education should contain within its framework certain goals to be attained. It is anticipated those goals will enable the client to:

(a) develop salable skills,

(b) develop decision-making skills,

(c) acquire work-oriented values and attitudes,

(d) develop capability for civic and social responsibility

(e) achieve self-fulfillment.

The development of the model which can fulfill those goals is the desired end-product of the research project.

The model, together with narrative, will be contained in a final report submitted, with 150 copies, to the Division of Occupational Research and Development.

Use to be Made of the Findings

Delivery of career education, as any program, should take place through three major stages: planning, implementation, and evaluation. Systematic planning is essential if adult career education is going to be effective.

The findings and the model developed through this study will provide the basis for developing implementation of the system.

Personnel:

The project will be under the overall supervision of Mr. Maxia Farris, Vocational Assistant Administrator, Windham School District.

Coordinator of the project will be Mr. William E. Monroe, currently Vocational Programs Coordinator. Mr. Monroe brings to the project a knowledge of both corrections and education. Mr. Monroe has completed course work leading toward a Master's Degree in Criminology from Sam Houston State University and holds Secondary Teaching Ceritification.

His experience with Windham School District dates to 1973 when he was a research associate on the project studying and designing a plan for follow-up of correctional vocational students.

Mr. Monroe will be assisted by Ms. Kay Hayter as Secretary. Ms. Hayter is currently employed by Windham School District on a grant through TEA's Division of Occupational Technology.

Facilities, Equipment, Materials, and Supplies:

Within the budget submitted as a part of this proposal are contained item requests for Instructional Supplies and Leasing of Equipment.

It is anticipated as a result of the proposed survey it may become necessary to purchase certain materials, publications, films or filmstrips, or other Audio-visual material which will be utilized in the development of the model for correctional career education. Accordingly, funds should be available to acquire these resource materials.

Additionally, in the preparation of the model it will be necessary to prepare learning modules and training manuals. These will be reproduced through offset technique and it therefore becomes necessary to obtain the highest quality originals possible. We respectfully submit for authority to lease one (1) IBM Correcting Selectric II for use on this project.

Facilities and other equipment will be provided by Windham School District or the Texas Department of Corrections.

Title of Proposed Project: Development of a Career Education Delivery System Model for Correctional Institutions

Applicant Organization: Windham School District County-District No. 236-903

Beginning and Ending Dates of Project: 7/1/76 to 6/30/77

Period Covered by This Budget: 7/1/76 to 6/30/77

	Purpose of Proposed Expenditure	Applicant's Budget Account No.	Expenditure
1.	Salaries and Wages (See Personnel Plan		$21,060.00
2.	Travel Expenses (See Personnel Plan)		3,360.00
3.	Supplies and Material (Expendibles)		1,000.00
4.	Communications (Telephone, postage, etc.)		1,000.00
5.	Printing and Duplicating		2,000.00
6.	Data Processing		1,000.00
7.	Contractual Services (Consultant's Fees, consultant's travel expenses, other contractual services)		0.00
8.	Leasing Expenses		324.00
9.	Instructional Supplies		2,000.00

Total Expenditures During Period Covered by this Budget 31,744.00

PERSONNEL PLAN FOR BUDGET SECTION OF RESEARCH PROPOSAL

Title of Proposed Project: Development of a Career Education Delivery System Model for Correctional Institutions

Applicant Organization: Windham School District

Personnel Plan

A. Salaries and Wages

Name and Position of Project Personnel	Percent of Time on Project	Total Time on Project Hrs/Wks/Mos	Salary or Wage Rate Hr/Wk/Mo	Total Salary Chargeable to Project
Maxia Farris Project Director	15%	12 mos.		
W. E. Monroe Vocational Programs Specialist	100%	12 mos.	$1157.00 mo.	$13,884.00
Kay Hayter Secretary	100%	12 mos.	$ 598.00 mo.	$ 7,176.00
		Total Salaries and Wages		$21,060.00

B. Travel Expense

Name and Position of Project Personnel	Number of Miles @ 16¢ Per Mile	Number of Days @ $22.00 Per Day	Total Travel Expenses Chargeable to Project
Maxia Farris Project Director	2,000	30	$1,000.00
W. E. Monroe Vocational Programs Specialist	5,500	51	$2,000.00
Advisory Committee	1,000	9	$ 360.00
		Total Travel Expenses	$3,360.00

B. Travel Expenses (Revised) 67230139

Name & Position of Project Personnel	# of Miles @ 16¢/Mile	# of Days @ $22/Day	Out-of-State Transportation Costs	# of Days @ $35/Day	Total Travel Expenses Chargeable to Project
Maxia Farris Project Director	-0-	-0-			
Round Trip to Atlanta, GA; Baltimore, MD; Trenton, NJ; New York, NY.			$ 720.00	8	$1,000.00
W. E. Monroe Vocational Programs Specialist	600	7			250.00
Round Trip to Missoula, Montana, & Denver, Colorado			445.00	5	620.00
Round Trip to Atlanta, GA; Baltimore, MD; Trenton, NJ; New York, NY.			300.00	8	580.00
Round Trip to Princeton, NJ.			200.00	10	550.00
Advisory Committee	1,000	9	0.00	0	360.00
			Total Travel Expenses		$3,360.00

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

May 28, 1976

APPENDIX B

Mr. W. E. Monroe
Windham School District
Texas Department of Corrections
P.O. Box 40
Huntsville, Texas 77340

Dear Mr. Monroe:

Thank you for your phonecall of May 27 to Reid Beddow of my staff requesting information on career education materials for prisoners.

I am sorry to tell you that we do not have any materials designed specifically for a correctional setting, despite a great deal of interest here in the subject. As a research and development agency only three years old, our priorities have so far been elsewhere. However, I do enclose some materials on our programs.

The best I can do for you, therefore, is to provide a list of contacts that some members of my staff have made in the past and to suggest that you make inquiry to them. There are no doubt many other programs we do not even know about, for this is one of those areas which I suspect (and hope) will command more public support in coming years.

Here is a list of leads you should follow, if indeed you have not already done so:

1. The May, 1976 Centergram of the Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 which reports on a Workshop the Center recently held on improving vocational education in correctional institutions.

2. Corrections Magazine, published by Correctional Information Services, Inc., a nonprofit organization, 801 Second Avenue, New York, N. Y. 10017, affiliated with the American Bar Association on Commission on Correctional Facilities and Services,

3. Correctional Education Project
Education Commission of the States
1860 Lincoln Street
Suite 300
Denver, Colorado 80203

4. Mr. Robert J. Trudel
Corrections Specialists
National Criminal Justice Reference Service
Law Enforcement Assistance Administration
U.S. Department of Justice
Washington, D.C. 20530

5. Mr. F. Patrick Cronin
Project Director for the Workshop for
Improving Vocational Education in Corrections
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

6. Mr. Leroy A. Cornelsen
Director of Planning
Bureau of Occupational and Adult Education
U.S. Office of Education
Washington, D.C. 20202

7. Ms. Sylvia G. McCollum
Education Research Specialist
Bureau of Prisons
Law Enforcement Assistance Administration
Washington, D.C. 20530

8. The National Task Force on Higher Education and Criminal Justice
475 Riverside Drive
Suite 712
New York, New York 10027

9. National Council on Crime and Delinquency
New Gate Resource Center
NCCD Center
Paramus, New Jersey 07652

10. Mr. C. Noell Damron
Institutional Training Project
Metropolitan Baltimore Council/AFL-CIO
305 West Monument Street
Baltimore, Maryland 21201

11. The University Without Walls
c/o Union for Experimenting Colleges and Universities
Antioch College
Yellow Springs, Ohio 45387

Good luck in your search. Please call upon me again, if I may be of service.

Sincerely,

Corinne Rieder
Associate Director for
Education and Work

Enclosures

APPENDIX C

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 • 415/493-3550

13 September 1976

Mr. W. E. Monroe
Texas Department of Corrections
P. O. Box 40
Huntsville, Texas 77340

Dear Mr. Monroe:

There was only a single career education material in the 3,000 we examined which was directed towards an incarcerated population. That was a noncommercial material, "special education, career education," developed by Cartwright School District 83 in Phoenix, Arizona 85007. According to the summary information we recorded, this material deals with self-awareness, career exploration, and decision-making. It is designed for teachers and administrators, and it includes a curriculum guide and bibliography. In addition to the incarcerated population, it is directed toward the mentally handicapped.

I suggest you contact Cartwright School District or, possibly, the Office of Career Education in USOE to obtain the material. The Office of Career Education identification number for this material is CE750907. I hope this will be helpful to you.

Sincerely yours,

Donald H. McLaughlin, Ph.D.
Research Scientist

DHMcL:ec
Enclosure

An Equal Opportunity Employer

APPENDIX D

MODEL DELIVERY SYSTEM FOR CAREER ORIENTED EDUCATION IN A CORRECTIONAL SETTING

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FORWARD

Model Delivery System for Career-Oriented
Education in a Correctional Setting
Windham School District
Texas Department of Corrections

With a mandate from the Texas Education Agency as impetus, the planning staff has designed a model of a delivery system for career-oriented education.

After a review of the literature and an assessment of national penal institutions' career education efforts, it was determined the best stratagem was to design a model to infuse career oriented education into the curriculum--academic and vocational--in an attempt to make the educational experiences of the inmate more relevent to his assessed needs.

There is objectivity in determining such needs as: age, sex, I.Q., Educational Achievement level and race. Increased effort should be made to match career interests or needs with the resources to meet those needs.

Within the design of the delivery system model is the framework to measure the characteristics of the inmates real-life against a set of established ideal characteristics and to then develop an individualized prescriptive plan which will achieve for the inmate the requisite knowledge, skills, and attitudes he must have to function as a productive member of the society from which he came. Let us then, in this guide, chart the path we shall take in order to achieve the goals of our institutions--both Windham School District and the Texas Department of Corrections.

The first step in any program of this scope and potential is to assemble and train a staff dedicated and committed to the philosophy and mission of both the correctional institution and its allied educational facility.

While ultimately each and every person, staff and student, will be involved in this process, it is to the soundness of the program to begin with a cadre of master teachers who, through their leadership and teaching skills, will inspire and motivate others to follow.

Key teachers, administrators, or both, will be selected to participate in a career education training and orientation program similar to that conducted by the Texas A & M Career Development staff. Curriculum development modules should be constructed through consultation with local school district career education personnel, and training in human relations skills conducted by Education

Service Centers.

Upon completion of training, teachers in the areas of bilingual education , communications, math, science, social studies and vocational counseling and training together with teacher consultants from Title I will begin to evaluate the existing curricula and redesign where necessary to infuse identified career oriented materials to supplement the education process.

Simultaneously, a program of individualized assessment of students should be carried out by counseling personnel and teachers to assist the student in the decision-making process relating to matching needs with resources to fulfill those needs.

In any educational process there is a need to design and implement curriculum materials (software) to aid in the learning process. Through a review of the sources of curriculum material and as a result of input from a study conducted by American Institutes for Research in Palo Alto, California, it was determined there is a paucity of materials designed for adult correctional education. There is a need to prepare materials which do not stereotype people in career and occupational roles.

At this point, the process begins to take form. Needs have been identified, staff is available, the basic framework has been established, the machinery is available to put the process into action, and goals defined. Putting all this together it can be expected to impact the inmate in such a way to aid him in becoming a self-actualizing whole person, capable of functioning in this overwhelming society.

IMPLEMENTATION GUIDE

FOR A MODEL DELIVERY SYSTEM FOR CAREER ORIENTED

EDUCATION IN A CORRECTIONAL SETTING

CHAPTER I

PLANNING THE ENDS AND THE MEANS

Introduction

This is a planning model for the School District of the Department of Corrections. The model is intended for implementing a career-oriented educational program in an adult correctional setting.

The thesis of this model is that in order to meet the real needs of the inmate population, a school system should provide an atmosphere for the development of an educational delivery system in which individual learners will have the opportunity to develop their personal knowledge and skills to maximum capacity.

Through interaction between the resources of the School District and the Department of Corrections, the District should direct its efforts to assist the student in developing personal knowledge, skills, competencies, attitudes and awareness of a broad range of opportunities in relation to careers and the world of work.

The first steps in developing a career-oriented education planning model in corrections are to decide what should be the ideal results of the correctional system in terms of the behavior of the students; and then to devise methods by which these results can be achieved. It is very important to first determine the desired results and then to settle on the means to accomplish these results.

RATIONALE

Rationale is best defined as the reason for doing. In this delivery system model, the function RATIONALE is set forth with the following justification: through the application of career-oriented educational opportunities, in the prison setting, the distance between success and failure could be mitigated to the end that those students involved would become productive, contributing members of

society. This model will provide a local career-oriented plan for the systematic implementation of career-oriented education into vocational and academic curricula.

ASSUMPTIONS

A basic assumption is defined as an underlying principle or belief. This delivery system model is based on the following basic assumptions:

1. All students in the School District, Department of Corrections, should have the opportunity to gain knowledge, skills and attitudes necessary to function effectively as a producer and a consumer in a complex technological society.

2. All experiences, while a student, (including training, guidance, work assignments, confinements, and recreation), must prepare each individual for a life of economic independence, personal fulfillment and appreciation for the dignity of honest work.

3. A partnership must exist between the School District and the Department of Corrections to foster the missions of both systems.

MISSIONS OF DEPARTMENT OF CORRECTIONS

"The mission of the Department of Corrections is to incarcerate court committed adult felons and to provide an atmosphere for programs of socialization to better equip the inmate in returning to society."

Within the context of this model, the School District is to provide a career oriented educational program to equip the inmate with the requisite skills to function upon his return to society.

ASSESS NEEDS

Needs assessment is the determination of discrepancies between ideal student behavior and the identification of system element deficiencies. There are two kinds of needs which must be assessed as a continuing process. Primary needs, within the model context,

are student directed. Secondary needs are directed to the system to which the student is confined.

Correctional education must address itself to the needs of the student because it exists solely as a service program to meet their needs. Two processes involved in assessing student needs in the School District of the Department of Corrections are: determining student needs and prioritizing student needs. The determination of student needs is accomplished by comparing ideal student behaviors with behaviors as they actually exist. Prioritizing needs is attained when student needs are ranked in order according to importance.

A model should identify needs as discrepancies between what is and what should be; that is, the differences between the real and the ideal within the School District.

IDEAL SYSTEM

This function of the model will detail elements within the Department of Corrections and the School District necessary to accomplish a career oriented educational delivery system.

BEHAVIORS FOR CLIENTS

Ideal behaviors refers to the knowledge, skills, and attitudes student should have after completion of the career oriented education program.

Students should:

1. Have capabilities for goal setting.
2. Have a concept of a proper law abiding lifestyle.
3. Be able to develop decision-making skills.
4. Understand concepts of occupational supply and demand.
5. Have access to relevant career information.
6. Be able to identify job characteristics.
7. Be able to match individual needs and interests with job characteristics.

8. Develop interview skills.
9. Be able to conceptualize job retention skills and understandings.
10. Form positive attitudes toward the work world.
11. Internalize an appreciation for quality work.
12. Develop positive interpersonal relationship skills.
13. Develop human relationship skills.
14. Develop dynamic skills.
15. Be able to maintain personal adjustment.
16. Have an improved self-concept.
17. Develop career interest and entry level skills.
18. Have responsibilities within the work environment.
19. Have concepts of responsibilities and rights derived from political/societal environment.
21. Understand effects of technology.
22. Understand job specialization and worker interdependence.
23. Understand use of money and resources.
24. Understand concepts of economic supply and demand.
25. Understand relationships of education to career opportunity.
26. Understand relationships of learning experiences to career opportunity.

Note - See Annex 1 for prioritization of student needs in this model.

ELEMENTS OF THE MODEL

The ideal career oriented education delivery system is a composite of six elements which bear directly on the system's capability of accomplishing the mission of the School District. The six essential elements consist of: functions, staff, hardware/software, facilities, climate and finances. It is imperative that specific attention be focused on each individual element as it relates to the career oriented education delivery system and the infusion of the system into the program goals of the School District. Within the context of this delivery system model, the following system element definitions will be utilized:

1. Functions - The total program of the School District is comprised of the accredited academic, vocational, occupational orientation, adult performance level, general educational development programs.

2. Staff - Those individuals in the School District and the Department of Corrections who have exhibited competencies compatible with infusion of a career oriented education delivery system.

3. Hardware/Software - Hardware consists of equipment machines, devices and other resources that perform a physical presentation function. Software consists of supplies and materials including media that is presented via hardware, as well as graphic materials, models, charts, books and magazines.

4. Facility - The physical area, or architectural product, in which a program will be implemented, including requirements for storage and environmental factories.

5. Climate - The physcial and psychological effect of total environmental factors upon the motivation of the staff and students.

6. Financing - Monies obtained, to support a program or a system, from regular budget or outside funding sources.

MODEL STAFF

The instructional staff functioning within the career oriented educational model should have:

1. Baccalaureate or higher level training in the teaching of basic communications skills and mathematics.

2. Baccalaureate, graduate, or in-service level training in techniques of individualizing instruction and developing prescriptive plans based on diagnostic and interest studies.

3. Specialized training in utilization of the resources of industry, business, and labor to facilitate incorporation of career oriented education concepts into the classroom.

4. Specialized training in using a systems approach in the development of curriculum.

5. Specialized training to assist the inmate in self-awareness and self-directional processes through a curriculum which stresses reading, writing and arithmetic.

6. Competency-based training within vocational teaching areas to insure students develop satisfactory job entry level skills.

7. Specialized training in concepts of career oriented education, and knowledge of how it can be systematically infused into an adult basic education curriculum.

8. The qualities of the master teacher. The master teacher is one who is always reaching out equally and individually---hoping that each individual will in his own way reach back.

The instructional staff should be at a ratio of 1 to 15 students, with one teacher aide for each 5 staff members.

Two certified counselors, trained in educational and vocational counseling, or a career education supervisor, are recommended in order that a complete educational plan can be constructed and continuously updated for each student. In addition, a full time principal, assistant principal, and instructional supervisor are needed.

MODEL FUNCTIONS

The custody and security portions of the socialization and administration functions will not be included in this model as they are outside the scope of the School District, and can better be provided through specific, existing components of the Department of Corrections. The educational component, however, should function as an integrated part of the Department of Corrections to insure the achievement of desired student outcomes.

The parole subsystem of the socialization function is a separate entity from both the Department of Corrections and the School District, however, this model will include a design for the establishment of a supportive relationship with this agency.

HARDWARE/SOFTWARE

Hardware refers to equipment or machines that perform physical functions, while software is the supportive supplies and materials which enable the hardware to function.

In the career-oriented education delivery system, it will be necessary to provide appropriate hardware/software in a career oriented education learning center having the following materials assigned specifically for use by students and staff in sufficient numbers to meet individual needs:

Hardware

-Video Tape System - (Record/Playback)
-Automatic Sound Filmstrip Projector
-Overhead Projector
-Cartridge File Loop Projector
-35mm Slide Projector (Rear Screen Projection)
-Cassette Tape Recorder/Player
-Headphones
-Chalkboard
-Computer Assisted Instruction Facility
-Microfiche Reader/Printer
-Three-speed Record Player

Software - print, and non-print, will be composed of the following:

PRINT

For Student Use:	For Staff Use:
Books	Curriculum Guides
Textbooks	Instructional Units
Reference Books	Manuals
Career Fiction Books	Occupational Study Courses
Scripts	Occupation Resource Guides
Booklets/leaflets/pamphlets	Training modules
Songs/poems	Leadership guides
Programmed instructional materials	Questionnaires
Learning activity packets	Criterion measures
Occupational briefs/abstract job analysis	Surveys
Logs/notebooks/workbooks	Tests
Bibliographies	Demonstration tasks
Handbooks/guides	
Magazines	
Reports	
Forms	

NON-PRINT

Audo Visual:	Manipulative:
Films	Kits, puzzles
Filmstrips	Tools
Film Loops	Games
Microfiche	Simulations
Slides	Computer Assisted Systems
Video Tapes	
Audio Tapes	
Cassettes	
Records	
Transparencies	
Pictures/posters/murals	
Graph/charts	

Because of the different educational experiences and backgrounds of the students of the School District, the various materials will be employed as necessitated by the student's acceptance of and response to them.

Individualized, self-instructional or programmed instructional career oriented educational material will do certain jobs well;

however, for materials to be of value, they must be suited to the students in terms of their reading level, interests and inspirations. Astute selection of supportive software will depend upon the alertness and knowledge of the instructional staff.

IDEAL FACILITIES

The career oriented education area will be established at the local campus to facilitate delivery of services. The area is to be located within the general academic area, readily identifiable, and accessible to students. Additionally, the area to be clean, bright and physically attractive.

Because of the multi-ethnic characteristic of the correctional setting, pictures and posters of multi-ethnic themes will be displayed. In addition, posters and blow-ups of thought provoking and social awareness themes will provide for a comfortable atmosphere. The effect of a learning center painted attractively and cheerfully with bright eye-ease coordinated color is uplifting to the students as well as the staff.

The type and quantity of furniture - and its placement - will influence the instructional mode and the parameters for instructional activities.

Carrel and seminar space is desirable. The carrel area will be used to accomodate individual study while the seminar space will provide for group interaction or private discussion area for teacher and student.

A career-oriented education resource center should be established within the unit library.

FINANCIAL SUPPORT

Financial support will have to be determined on an individual basis predicated upon the availability of local resources, facilities and monies.

IDEAL CLIMATE

A delivery system for career oriented education within the School

District must operate within a psychological climate of openness and empathy among correctional staff, educational staff and students. It is necessary, particularly in a corrections unit, that the educational climate be one which almost extinguishes the "institutional effect", if it is to receive positive acceptance by the inmate.

REAL-LIFE SYSTEM

Within the context of this career-oriented education model, a real-life system is defined as those elements which are acutal as compared to ideal elements. Students and their relationships to the system elements must be considered in the implementation of a plan. This is accomplished by the analysis of data on clients and on each of the system elements: staff, functions, hardware/software, facilities, climate and finances.

DESCRIPTION OF CLIENTS

Students, where the career-oriented education model is to be implemented, range in age from 17-21. The present population is 1,922 males. Only 302 of the males are married. Offenses for which most are committed are: Burglary, robbery, larceny, manslaughter by vehicle, narcotic drug laws, forcible rape and auto theft. The average length of sentence is 3-4 years. Average mental ability ranges from 91-100, and average grade completion level is 9. The average grade equivalent achievement level, however, is 5.0 - 6.0. Approximately 10 percent of these males are eligible for special education services. The racial breakout is approximately 40 percent Black, 40 percent White/Caucasian, and 20 percent Mexican-American.

DESCRIBE SYSTEM ELEMENTS

The requirements of a career-oriented education delivery system are the result of an analysis of the system elements and their relationship to the Department of Corrections. The six elements that are utilized in defining the delivery system, and assist in making an assessment of deficiencies are: staff, functions, hardware/software, facilities, climate and financial support.

STAFF DESCRIPTION

The present staff for the Ferguson male unit is 20 males (2 blacks) and 18 females (1 black).

Most of the staff are well trained in teaching basic communications and mathematics skills, adn in individualizing instruction. None have any training in the blending of career-oriented education into the educational processes, nor do any have training in the use of values clarification as an instructional tool in the classroom. There is little vocational counseling and guidance in the academic programs.

DISTRICT FUNCTIONS

The function of the School District is to provide a means of socialization through education for the inmates of the Department of Corrections. This model is designed to infuse career-oriented education into all of the education components.

There are 10 vocational programs functioning at the unit of test consisting of Machine Shop, Radio and T.V. Repair, Welding, Refrigeration and Air conditioning, Auto Body Repair, Meat Cutting, Commercial Cooking, Cabinet Making, Building Trades. and Auto Mechanics.

The non-graded academic curriculum consists of basic education in communications, math skills, science and social studies. Emphasis is also given to General Education Development (G.E.D.) Testing and high school diploma preparation as well as special reading skills programs, art and music.

DESCRIBE HARDWARE/SOFTWARE

Hardware is defined as the physical factors which comprise a system while software consists of materials, supplies and consumable items needed to support the hardware. Primary to infusion of career-oriented education is the availability of necessary hardware and software.

The School District has on hand at the test site the following inventory of hardware/software to support career-oriented education:

Quantity	Hardware Item	Supportive Career Oriented Software
15	Overhead Projector	none
8	16mm Sound Projector	none
3	Record Player	none
2	Slide Projector	none
5	Headphone	-NA-
20	Cassette Recorder	none
11	Chalkboard	-NA-
1	Microfiche Reader	none
1	Vocational Meatcutting	none
1	Vocational Cooking	none
1	Vocational Auto Body	none
1	Vocational Auto Mechanics	none
1	Vocational Building Trades	none
1	Vocational Cabinetmaking	none
1	Vocational Refrigeration	none
1	Vocational Welding	none
1	Vocational Machine Shop	none
1	Vocational Radio and T.V.	none
10	Computer Terminals (CAI)	none

DESCRIBE FACILITIES

Facilities in this model identifies all existing academic classrooms, vocational shops, the gymnasium and the library. Since career oriented education is to be infused into the total academic/vocational curriculum, it becomes necessary to include a complete floorplan of all existing educational facilities on the unit where it is to be implemented. See Annexes.

The academic and vocational school facilities are apparently adequate to meet present needs.

ASSESS STAFF NEEDS

This section addresses the number and type of personnel required to carry out the functions of the career-oriented education model. The present number of academic/vocational staff is adequate, however, there is a need for the following additions:

1. (1) career education supervisor.
2. (1) teacher aide.

SYNTHESIS OF ENDS AND MEANS

The synthesis of ends and means brings together the primary needs and the secondary needs to develop the goals for the delivery of career-oriented education. These goals will set the direction and reflect the philosophy of the basic assumptions for the delivery system model.

Once goals are identified, the student needs and the system needs are related to provide the basis for developing subgoals. Subgoals refer to the specific program needs to develop desired behavioral outcomes for the student population. These behavioral outcomes can be set out as objectives delineating the specificity, pertinence, attainability, measurability, and observability of outcomes. One method of measuring viability of these objectives is to use the SPAMO test (Ryan 1969a) to satisfy the requirements. The SPAMO test refers to these criteria: Specificity, Pertinence, Attainability, Measurability, and Observability.

Once a hierachy of goals, subgoals, and objectives has been established, the means to accomplish them is devised through strategems.

SYNTHESIZE ENDS

The process of synthesizing ends involves stating the four goals which are universal for correctional settings and developing subgoals and objectives for each goal, making them relevant to the career-oriented education and finally evaluating the objectives using the SPAMO test.

GOAL DEFINITIONS

The four following goals: self-fullfillment, economic suffiiency, civic responsibility and social responsibility must be defined before subgoals, objectives, and strategems can be developed for the career-oriented education model.

SELF-FULFILLMENT GOAL

"The goal of self-fulfillment refers to the development of

feelings and overt behaviors which reflect a positive self-image, and the acquisition of knowledge, skills, and attitudes which make it possible for the individual to realize his full potential" (Ryan, 1977, p. 59).

ECONOMIC SUFFICIENCY GOAL

"The economic sufficiency goal refers to the ability to generate a sufficient amount of income in legal ways to make it possible for the individual to fulfill his or her financial responsibilities" (Ryan, 1977, p. 59).

CIVIC RESPONSIBILITY GOAL

"The goal of civic responsibility refers to the individual being aware of human relationships and participating in neighborhood and local community issues; being aware of laws and political issues at local, county, state and national levels; and respecting the rights and property of others" (Ryan, 1977, p. 59).

SOCIAL RESPONSIBILITY GOAL

"The social responsibility goal means having the capabilities for interacting in successful and responsible ways with others in home, and family and society" (Ryan, 1977, p. 60).

STRATEGEMS

A constraint is an obstacle standing in the way of realizing the system mission.

Resources are those things of value, that is, assets, which contribute to the success of the system mission. The proper blend of resources provides a means for achieving desired ends.

Possible stratagems for the delivery system are:

Using a resource center of media, hardware/software available for staff and students, the individual teacher will supplement the regular program using career-oriented education materials.

Present facilities will be utilized in off-hours to create delivery system facilities for career-oriented instructional programs.

TRADEOFFS

A tradeoff is accomplished when careful consideration is given to assets and constraints in relation to an adjustment that can be made to the system to optimize results. Tradeoffs may lead to alteration of system subgoals or performance objectives or analysis of contraints and resources.

Analysis of tradeoffs within the career-oriented education model indicate a possibility of implementing career-oriented programs for correctional staff in the evenings.

CHAPTER II

PLANNING FOR IMPLEMENTATION

Introduction

Implementation "is the actual doing of what is planned, using the selected tools and strategies" (Kaufman, 1977, p. 134).

This subsystem establishes guidelines for putting the ends and means plan into operation. In the model delivery system of career-oriented education, this subsystem presents a description of the operations which must be carried out at management and program levels to put the plan into action, and, therefore, to accomplish the subgoals and objectives.

PREPARATIONS FOR IMPLEMENTATION

In preparing for the implementation of career-oriented education there are eleven steps or activities:

1. CONDUCT PUBLIC AFFAIRS/INFORMATION SERVICE
2. ESTABLISH POLICY
3. ALLOCATE/PROVIDE FUNDS
4. ORGANIZE AN ADVISORY COMMITTEE
5. ARRANGE COMMUNITY PARTICIPATION
6. ARRANGE INSTITUTIONAL PARTICIPATION
7. SCHEDULING TIME
8. DEVELOPING PROGRAM GUIDES
9. ARRANGING STAFFING
10. DEVELOPING AND OBTAINING HARDWARE/SOFTWARE
11. ARRANGING FACILITIES AND SITES

It is important to coordinate these functions because their close relationship bears directly or indirectly upon the activities involved in planning ends and means, as well as evaluation of the system.

CONDUCT PUBLIC AFFAIRS/INFORMATION SERVICES

It is doubtful that the career-oriented education system can succeed without an adequate program of public information service. This model provides for continuing public information dissemination. Within the context of this model, that function will be carried out through an advisory committee, and newsletter.

ESTABLISH POLICY

The compatability of institutional mission and goals is accomplished largely through having the planners, who know the concept framework, involved in getting the policy enacted. Hoyt et. al, (1974) emphasize that objectives derive from policy which, in the case of this system is determined by the Board of Trustees of the School District and carried out through the Superintendent.

It is important to have some kind of policy statement which establishes career-oriented education as an important part of the mission of the School District.

Adoption of the following policy position concerning career-oriented education is necessary:

> In the foreseeable future, more than eighty percent of all occupations will require the acquisition of vocational skills below the baccalaureate level. In order to meet this real need, the educational system in general, should direct its energies toward providing an atmoshpere for the development of an educational delivery system in which individual learners will have the opportunity to develop their personal knowledge and skills to maximum capacity.
>
> Through an interaction among all resource the School District should direct its efforts to assist the student to develop personal knowledge, skills, competencies, attitudes and awareness of a broad range of opportunities in relation to careers and the world of work.
>
> We recommend in order to achieve these goals that a local career-oriented education plan be developed to assist in planning and providing for an orderly implementation of career-oriented education concepts.

Definition of Career-Oriented Education. Career-oriented education can best be operationally defined as the continuing experiences one has in his lifetime which aid him in becoming a productive and contributing member in the work world society whether in an institutional environment or in the community.

Priorities in Developing the Plan for Career-Oriented Education. The Advisory Committee recognizes fully the constraints which necessarily exist in the relationship between the School District and the Department of Corrections. It is in the best interest of the inmate eligible for programs of socialization that these constraints be identified and a plan of action developed by the School District so that the primary mission of the Department of Corrections will not be impeded.

In order to meet both the goals of the School District in implementing career-oriented education and the goals of the Department of Corrections, it is recommended that a partnership status exist in efforts to bring greater relevency to the educational processes.

Any effort to better equip the inmate with the requisite skills to function in a complex technological society should be viewed by the Department of Corrections as an effort to assist in its goal to reduce the crime rate and reduce recidivism.

Staff Development. The committee emphasizes the need to implement specialized training in instructional development to School District staff which utilizes the resources of business, industry and labor to facilitate incorporation of career-oriented education concepts into the classroom.

Curriculum. The committee recognizes the need to establish a plan for career development providing for interaction and movement between the academic and vocational components of education and that provides broad, general training around practical needs such as vocational development, satisfactory human relationships and the creative utilization of time.

The curriculum should attempt to assist the inmate in self-awareness and self-directional processes through emphasis of a curriculum stressing reading, writing and arithmetic.

Vocational Academic Coordination Services. The committee emphasizes the need for the development of a component which is committed to working with each inmate in developing a meaningful

educational plan, subject to continual review and update.

FUNDS

There is probably no function in the preparation for implementation which is more critical than the allocation and provision of financial support. Funds are required to conduct public affairs support committee activities, develop program guides and obtain hardware and software and arrange for facilities and implementation sites. Funds are also needed to initiate the system through pilot testing, field testing and installation, and for maintenance of the system, as well as for planning ends-means and evaluation of functions.

ADVISORY COMMITTEE

A working committee must be organized in order for the ends-means plan to be effectively delivered.

Identification of persons with competencies for serving in an advisory capacity must be made with care.

Representatives from industry, corrections, and education should be considered together with others who may, through having special expertise, be qualified.

ARRANGE COMMUNITY PARTICIPATION

The implementation of career-oriented education is based on a strong identification with the community resources. The community must be involved actively--either the outside or "free-world" community, or the institutional community.

Through utilization of guest speakers in classroom activities, tours of the facilities and media communication, this function will be accomplished.

ARRANGE INSTITUTIONAL/AGENCY PARTICIPATION

It is essential that each and every department of the School

District and the Department of Corrections be involved in the delivery of career-oriented education.

In arranging institutional or agency participation it is important to stress that the ends-means plan may not call for additional programs of education, but may require reorganization of existing elements and a conceptual change in both entities.

SCHEDULE TIME

Implementation of a delivery system model requires effective and efficient management of time. A systematically planned time schedule will insure the successful implementation of the delivery system model.

Students and staff will be arranged according to existing schedules and instruction blocks. Career-oriented education will not add programs--only enhance existing ones.

TABLE I
TIME SCHEDULE
(IN MONTHS)

EVENT	t_E	t_L	SLACK TIME
1. Prepare Program	0	0	0
2. Hire Staff	1	2	1
3. Hardware/Software requisition/purchase	2	2	0
4. Arrange Facility	4	4	0
5. Pilot Test Program	8	8	0
6. Field Test Program	10	10	0
7. Install Program	12	12	0

t_E - Time, anticipated need

t_L - Time, latest allowable

SLACK - difference between time schedule and time used.

Taken from Introduction to Pert, Harry F. Evarts, Allyn and Bacon, Boston, 1964.

DEVELOP PROGRAM GUIDES[1]

Whenever a new plan is produced, a guide should be prepared to facilitate getting the best payoff from its use. The program guide will present activities organized in a systematic manner together with a conceptual framework and client objectives.

Program activities are described in detail by describing staff and client responsibilities; methods and techniques; hardware and software; the time allocation; and evaluation procedures.

The program guide must first be constructed and then pilot tested. This function is accomplished through the following steps:

1. STATE RATIONAL FOR PROGRAM
2. DEFINE CLIENT BEHAVIOR OBJECTIVES
3. DESCRIBE MEANS TO ACHIEVE OBJECTIVES
4. DESCRIBE EVALUATION
5. LIST REFERENCES AND SOURCES

DEVELOPMENT OF CURRICULUM

Education has only recently been devoted toward the certification of the student. Early educational goals were to prepare the student for a meaningful life-skill. With the advent of higher education, particularly low-cost higher education, the public school became the preparatory phase, preparing students to enter the walls of academia.

A well-developed curriculum must provide for interaction and movement between the academic and vocational components of education. The basis for that integration should be student's needs, interests, readiness and motivation, rather than the institutional needs. What is needed is an educational system which provides broad, general training around practical needs such as vocational development, satisfying human relationships, and the proper creative use of leisure time.

[1] Basic Learner Outcomes for Career Education, Texas Education Agency, Austin, Texas, 1973 was used as a model program guide.

CAREER EDUCATION AND THE CURRICULUM

What can the School District do to more effectively relate education to life? That is the question career education can address.

> Career Education is wholly student oriented. It uses knowledge, values and skills as a means to the students' ends, not as ends in themselves. In the Career Education curriculum, knowledge must be functionally related to the range of life careers or roles in which the individual will participate. In other words, it is education for survival in our contemporary society. That implies some vigorous demands and discipline, not just on and for students but on and for education. It does not mean that everything will be easier. It does mean that student motivation based on a ranked order of needs will be a major consideration (Parnell, 1973).

Education, particularly correctional education, if it is to assist in the reduction of criminal behavior, should assist the student in answering the following questions:

(1) "Who am I?"

(2) "Where am I going?"

(3) "How do I get there?"

The student should attempt to answer these questions by participating in a process that combines the following components: (a) responsive and initiative communicating between teacher and student through didactic, experimental and model teaching techniques with (b) educational and career information obtained through cooperating agencies and (c) an acquisition of a skill based upon a systematic model of career decision-making process.

DEFINE CLIENT OBJECTIVES

Client or student objectives are developed from management objectives. Management objectives are developed from management subgoals. These management performance objectives are converted to subgoals for the client. Finally, client behavioral objectives are developed from the student subgoals.

DESCRIBE EVALUATION

The developed curriculum will be evaluated by the Career Education Advisory Committee, the Education Agency and the School District curriculum supervisors, using as criteria the stated objectives. The evaluation will be directed to the Superintendent, and those curricula which do not meet client objectives will be recycled for improving.

LIST REFERENCES AND SOURCES

A complete bibliography of career related publications is provided through the ERIC system and specific equipment and materials can be accessed as they are identified.

PILOT TEST GUIDE

This function will be accomplished through testing individual curricula as it is developed prior to submission to the evaluating function.

ARRANGE STAFFING

The recruitment, selecting and training of the staff must be coordinated with the overall purpose of the system and the methodology of recruitment, selection and training must be stated.

CONSIDER STAFF NEEDS

Additional teaching staff will not be needed; however, someone will be required to fulfill the function of supervisor for career-oriented education. The existing staff used in a career-oriented education program must possess the following characteristics:

1. Skills in communications and mathematics instruction techniques for adults.

2. Knowledge and skills in the areas of career education.

3. Knowledge and skills in working in areas of personal development.

DESIGN/CONSTRUCT SOFTWARE: Much of the software will be developed by teachers, using a learning package format which will include pre- and post-tests. Other software will be in the form of charts and curriculum guides, but developed by the instructor for his/her discipline.

INITIATE SYSTEM

Testing and installation are accomplished during initiation of the system. To properly initiate any system there are two activities which must take place, conducting tests and installation. Conducting tests includes a pilot test and a field test. After tests are conducted, results are evaluated, and adjustments made. Then the system can be totally installed.

The career-oriented education system will be implemented in approximately two (2) instructional areas:

1. Academic self-contained classrooms
2. Vocational programs

CONDUCT TESTS

Conducting tests is the process of determining how well the system will work under simulated conditions and then under actual conditions on a small scale.

CONDUCT PILOT TEST: There are two (2) parts to pilot testing the system. The first is the development testing of various segments of the system. Each component is checked and revised. The second part of pilot testing is concerned with seeing if changes are needed. Simulations or pilot testing will occur during the training exercises developed for the teachers. Instructional techniques will be developed and tested on other teachers during the inservice to determine relevance and application to their classroom situations. Pilot testing should aid teachers in developing many strategies which can better satisfy the objectives.

CONDUCT FIELD TESTS: The purpose of the field test is to determine the usefulness and viability of the delivery system in the natural environment. Field tests will be conducted in the two defined instructional areas identified.

INSTALL SYSTEM: Full installation of the system will not occur until the school year 1978-79. Intervening time will involve pilot testing and expansion of the pilot into the other teaching stations. This will provide all teachers with flexibility in determining when they would like to become involved in the delivery system. During this period there will be general orientations with regard to the purposes and procedures for implementing this system. It is expected that the natural enthusiasm demonstrated by students and teachers functioning in the system will have a "rubbing off" effect on staff.

MAINTAIN SYSTEM

The career-oriented education system will operate on a continuing basis after initiation. This will require application for career-oriented education supplemental funding for at least two (2) consecutive years beyond the initial request in 1977-78.

PERFORM SYSTEM FUNCTIONS: Corrections has three major functions: socialization, administration, and custody. Each must be properly performed.

Unit Principals will perform the required administrative functions to insure the delivery system is maintained.

Unit Principals will be responsible for the educational function on the unit.

The Department of Corrections custodial personnel will continue performing the custodial function.

CHAPTER III

EVALUATION PLAN

Introduction

> Evaluation is the process of systematic collection and interpretation of evidence to determine whether, in fact, certain intended changes are taking place in individuals (Ryan, 1977).

The system of career-oriented education can only be improved or refined by a systematic series of evaluation--either formatively throughout the process, or summatively at a terminus.

Formative evaluation can be done as an ongoing procedure comparing input and process data against the design, and checking progress toward defined objectives.

Formative evaluation provides a system by which feedback into a development process can work to enhance modifications and refinements.

Summative evaluation, which compares outcomes against objectives, plays a somewhat different role. Summative evaluation provides the judgments concerning the degree to which program objectives have been met. The evaluation of a career-oriented education delivery system model is accomplished by formative evaluation, summative evaluation, or a combination of both.

CONDUCT SELF-EVALUATION

Self-evaluation is a process of continous evaluation, carried out in relation to specific and immediate as well as long-range purposes, and provides feedback during the entire program.

A process of self-evaluation consists of seven steps:

1. ORIENT STAFF
2. ORGANIZATION/SCHEDULE DEVELOPED
3. CRITERIA AND STANDARDS IDENTIFIED
4. VARIABLES IDENTIFIED

5. SOURCES OF VARIABLES IDENTIFIED

6. DATA COLLECTED AND STORED

7. ANALYSIS OF DATA

ORIENT STAFF: The detailed staff orientation on self-evaluation will be based on the following premise: In order to conduct a self study, staff and students must be informed and involved. This assures, to a degree, a less threatened climate.

It should be made clear that the program, not the staff members, is being evaluated.

It is also a learning process and not a threat to staff job security.

Hardware/Software necessary to the evaluation process will be utilized to make an effective presentation.

ORGANIZE EVALUATION TEAM/SET SCHEDULE: The criteria for selecting the team will be a cross-sectional representative body composed of persons actually involved with the implementation of a career-oriented education program; member/members of the Career Education Advisory Committee, member/members of the School District Advisory Council, Career Education Curriculum Supervisor, and staff.

The Co-Chairpersons will be the local campus curriculum specialist and the Career Education Curriculum Supervisor.

The roles of other members will be to evaluate curriculum materials software/hardware, and activities guides.

The evaluation will be conducted during the pilot test/field test stage.

STATE EVALUATION STANDARDS: The Standards for the Texas Education Agency, with regard to the career-oriented education model, will generate from the grant application, and any modifications the agency makes prior to its approval. The School District is accredited and funded through the Texas Education Agency, and is subject to all policies and practices delineated to public school districts. It is felt that the performance objectives specified will be congruent with the evaluation criteria set forth by the Education Agency in evaluating career education projects.

IDENTIFY VARIABLES: Identifying the variables is an important step in evaluation as it means evaluation will be done systematically. All variables necessary for an accurate evaluation including input, process, output, and outcomes should be identified.

Some variables should be identified before the program begins as it is difficult to access them after the program has begun.

IDENTIFY INPUT VARIABLES: Input variables for evaluation of the career-oriented education shall consist of knowledge, skills, and attitudes of the students at time of system initiation, societal needs, occupational demands, and elements of the system itself.

IDENTIFY OUTPUT VARIABLES: The output variables refer to knowledge, skills, and attitudes which the students will have after completion of the career-oriented education program. These variables are important because they will constitute input variables for existing student files.

IDENTIFY PROCESS VARIABLES: Process variables actually measure the effectiveness of the process in achieving the program objectives.

These variables include staffing patterns, causes of action, procedures, policies, organizational patterns, programs, and facilities.

IDENTIFY OUTCOME VARIABLES: The outcome variables in the career-oriented education program will be employability and recidivism.

IDENTIFY VARIABLE SOURCE: There are two general categories of data sources, internal - agency/school district data bases, and external sources - post - TDC release information.

Data must be as reliable as possible to insure validity of self-evaluation.

IDENTIFY INTERNAL SOURCES: Internal variables identified are contained within electronic data bases for Department of Corrections and the School District.

IDENTIFY EXTERNAL SOURCES: The external variables identified are located in U.S. Department of Labor, Texas Employment Agency, and the Texas Criminal Justice Information Services.

COLLECT/STORE DATA: It is important to collect the data in usable format for the data to be useful.

Currently, TDC is collecting discrete information covering knowledge, skills, and, to a degree, attitudes of all incoming inmates - the potential student population of the School District.

SELECT TECHNIQUES/CONSTRUCT INSTRUMENTS: Standardized instruments currently in use will be utilized to collect data.

CONDUCT SURVEYS: Current follow-up survey forms currently in use in the School District Vocational Follow-up program will be utilized.

COLLECT RECORDS: The Master Vocational Student Listing and the Inmate Job Management System will be utilized to collect discrete information concerning student outcomes.

REVIEW SYSTEM OBJECTIVES: This function serves to check the system against the criteria.

CONDUCT INTERVIEWS: Interviews of staff, students, or ex-students are conducted to gather data. This technique is especially important for gathering data on outcomes (ex-students) and process (present students and staff). This technique may also be useful for gathering data on inputs, but should be used only if written records are unavailable or incomplete.

PROCESS DATA: Raw data are of no particular use. The data must be quantified and summarized to show tendencies for the whole group.

The data to support the self-evaluation will be processed using standard tests: mean, standard deviation, T-tests, Chi-square, and analysis of co-variance.

INTERPRET RESULTS: Interpreting results involves making qualitative judgements about the quantified data.

It means to find out not only that certain expected or unexpected outputs and outcomes were indicated in the comparison, but that these variables are the result of, or are related to, various elements in the process.

In interpreting the data, it will be necessary to take into account the input variables, and also to consider the measurement process to see if the instruments were, in fact, selected properly, used properly, and if appropriate analysis were made. In making the interpretation, it is important to consider the environment in which the system will be operating.

An accurate evaluation of the system in any setting cannot be made without a careful interpretation of the data which are gathered. The interpretation will reflect the subjective judgments and value systems of the evaluators. It is important, therefore, for the evaluation team to make an effort to be as objective as possible, and to state openly the frame of reference or value system from which the evaluators are working. It is highly recommended to have self-evaluation as well as an outside evaluation. The self-evaluation should be on-going and will be giving valuable information for use in making improvements while the system is operating. The outside evaluation has the advantage of being freer from bias than the self-evaluation, and also often points up strengths, as well as deficiencies, which go un-noticed by the self-evaluation team. Although the same data can be used by both self-evaluation and outside evaluation teams, the interpretations may differ. It is essential that every effort be made to obtain a fair and honest evaluation.

ARRANGE EXTERNAL EVALUATION

To arrange an external evaluation of the system means to contract with a professional team of evaluators. It is important to a delivery system model because:

> A fair, accurate objective external evaluation is necessary to the total evaluation process. The external evaluation will assist in determining, along with the internal evaluations, whether certain intended changes are actually taking place in the students, the amount and degree of change in these individuals, and the relationships between various elements in the program and the accomplishment of the objectives of the program.

PROVIDE EVALUATOR WITH SYSTEM PLAN/PROPOSAL

The Texas Education Agency will have on file the following:

1. The grant application.

2. The planning, implementation, planning model for implementing career-oriented education into the School District.

PROVIDE EVALUATOR WITH DATA REQUESTED

All data will be provided, upon request, to the Education Agency.

ACCEPT/REVIEW INDEPENDENT EVALUATION REPORT

The final evaluation will be reviewed by the Coordinator of career education and the Principal. It will then be forwarded to the Superintendent of the School District. She in turn will review the report with the Assistant Director for Treatment for the Department of Corrections.

PREPARE/PRESENT EVALUATION REPORT

Preparing an evaluation report refers to the process of writing a narrative with accompanying illustrations, charts, diagrams, figures, and/or tables to describe in clear and concise terms the purpose, methods, and results of the evaluation. The next step then is to present the report.

PREPARE EVALUATION REPORT: The report prepared from the Education Agency Evaluation will be developed by Career Education Coordinator, as will the report evolving from the internal evaluation. The report will include recommendations for modification of the career-oriented education delivery system. Information will be included about the area in which evaluation was conducted, the objectives of the evaluation, the objectives of the system, the variables involved in the system implementation, and the results. The results will be interpreted and conclusions and recommendations made.

PRESENT EVALUATION REPORT: There will be both a written and oral presentation of the evaluation report. There is one general faculty meeting for the entire School District. Plans are, to schedule a time in this inservice to formally present the summary evaluation to the staff representing the other 14 units. A new goal thus evolves: To implement career-oriented education within the total program.

CONCLUSION

The three major stages in a systems approach are planning, implementation, and evaluation. These are inter-related functions. The evaluation stage is vitally important to both planning and implementation. As the end/means plan is being developed, exploratory tests are made of the various design elements; and as the functions which make up the total system are put into operation, evaluations are made of each function. Finally, the field test is made under real-life conditions when the complete system is operating. The results of these evaluations can have the effect of making modifications to improve planning, as well as making modifications to improve the system implementation. The ultimate payoff will be in the form of benefits to society as the mission of the School District is accomplished more efficiently and more effectively.

Table 2
ANNEX 1 APPENDIX D
STUDENT NEEDS ANALYSIS
(prioritized)

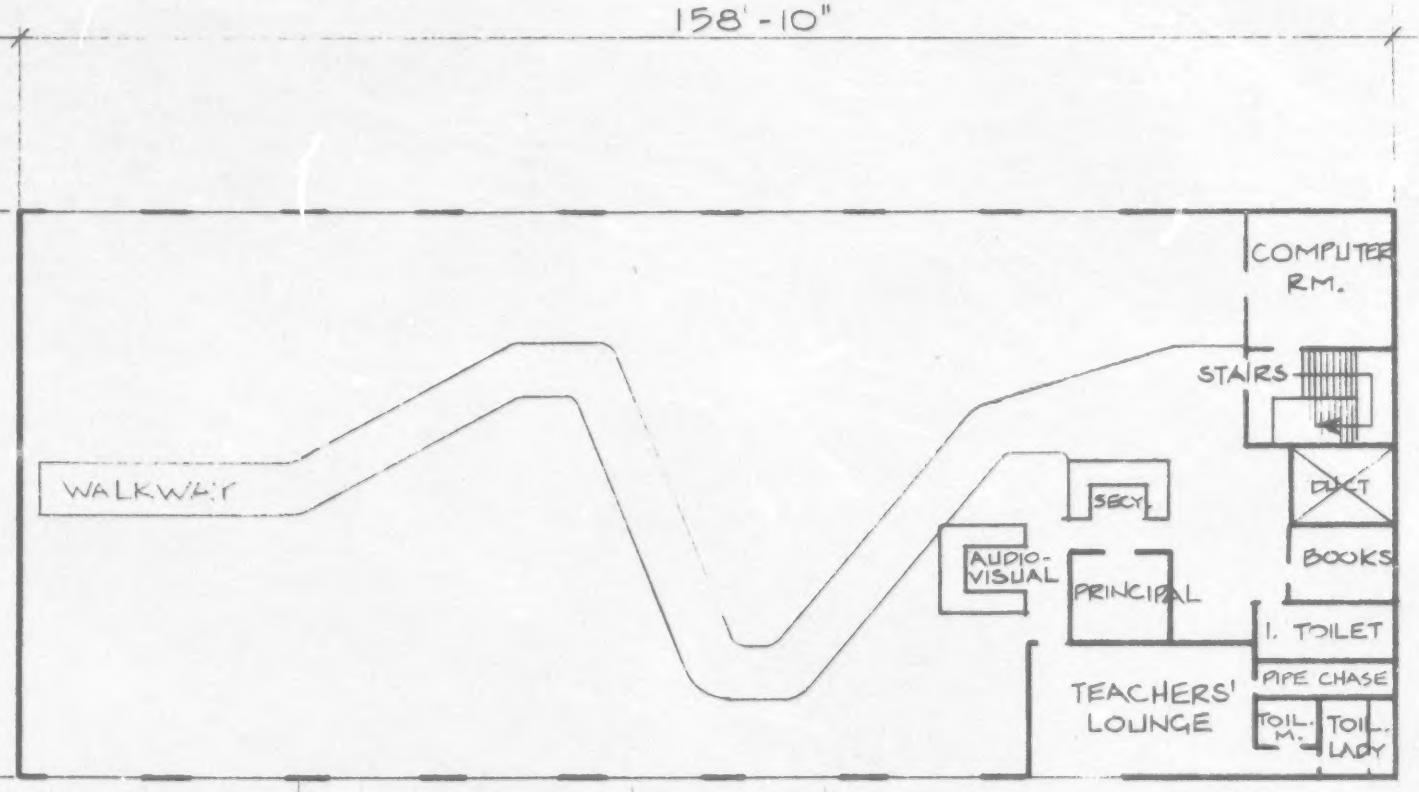
		Criteria	
		U	V
04	Occupational Supply and Demand	1	1
24	Supply and Demand	2	2
22	Job Specialization and Worker Interdependence	3	3
21	Effects of Technology	4	4
19	Responsibilities & Rights Derived from Political Social Environmental	5	5
18	Responsibilities within Work Environment	6	6
01	Goal Setting	7	7
02	Lifestyle	8	8
08	Job Location and Interview Skills	9	9
07	Job Characteristics and Individual Needs and Interest	10	10
16	Understanding Self-Concept	11	11
12	Interpersonal Relationships Skills	12	12
13	Human Relationship Skills	13	13
09	Job Retention Skills and Understandings	14	14
10	Attitudes Toward Work	15	15
06	Job Characteristics	16	16
03	Assistance in Decision Making	17	17
11	Appreciation for Quality Work	18	18
17	Career Interests and Capabilities	19	19
20	Developing Positive Attitudes & Behavior for Participation in the Political Science Environment	20	20

26	Relationships of Learning Experiences (in school or out) to Career Opportunity	21	21
25	Relationships of Education (Formal or Informal) to Career Opportunities	22	22
23	Use of Money and Resources	23	23
14	Group Dynamics Skills	24	24
15	Personal Adjustment and Problem Solving	25	25
05	Career Information	26	26

SYMBOLS	NOTE
U - Urgency F - Feasibility	U and F on a scale 01 - 26

NOTE:

Urgency and Feasibility (U and F) have been given the same value; urgency in this instance is equal to feasibility.



78

83

84

PLAN, SECOND FLOOR - EDUCATION BLDG.

SCALE : 1" = 20'-0"

NEW CONSTRUCTION OFFICE - T.D.C.

10-16-78 J.H.R. III

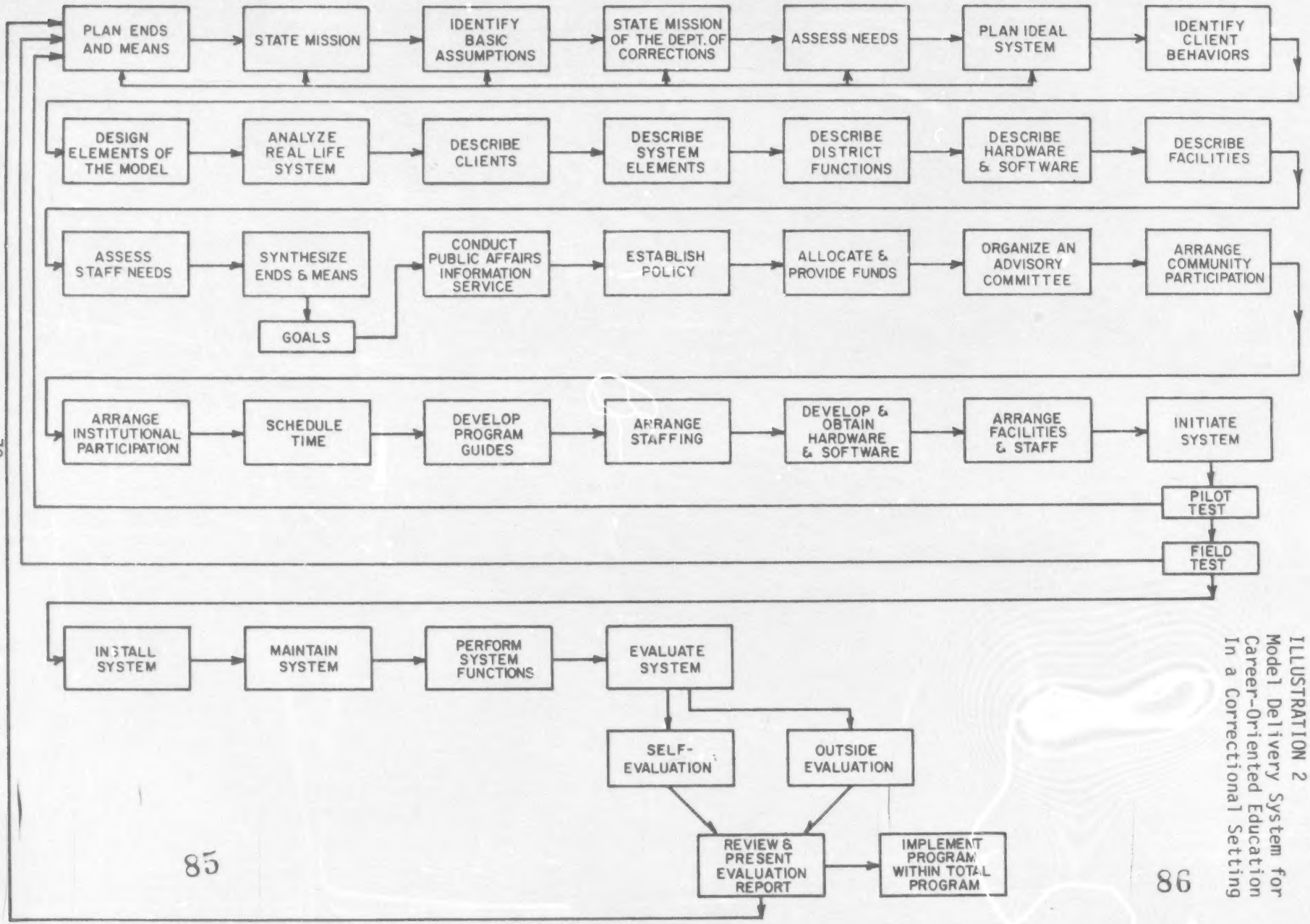


ILLUSTRATION 2
Model Delivery System for Career-Oriented Education In a Correctional Setting

Windham Winds

March 1977 *Windham School District* *Vol. 1 No.1*

Barbering Students Take State Board Exam

On December 14, 1976 the Clemens Barber College sent 23 barbering students to the State Barber Exam. All students passed the exam, and are now licensed barbers in the State of Texas.

This gives the Clemens Barber College a total of 115 licensed barbers since its opening in 1972. We, the Barber Instructors, are very proud to be part of the Windham School District Vocational Department and to make our contribution to the Inmate population in the Texas Department of Corrections.

The Clemens Barber College Instructors salute Mr. Maxia Farris and his staff for their help and support. This help makes our job pleasant as well as successful. It is now and always has been a team effort and it takes everyone working together to make it work. **—Howard Alexander**

Progress In Windham Auto Body School

December the 23rd ended another class in Auto Body Repair at the Ramsey Unit.

I am happy to report that this was the best class that I have ever taught, and I have been teaching for ten years!

Sixteen students will receive a diploma—I feel confident that all these men are qualified to earn a living in Auto Body Repair.

All of my students worked and studied hard to learn — they were very polite and had a great attitude. Many would sing and whistle while they were working, which is a good sign they enjoyed their work in school. Many students told me, "they felt like they were in the free world," when they were in Windham Auto Body School. To me these things are rewarding to a teacher.

Teaching inmates is the most rewarding experience that I've ever had. **—Kinney Polk, Auto Body Instructor, Ramsey Unit**

Small Engine Repair Wynne Unit

The Small Engine Repair class is a good group of men. Some are doing a fair job, some a good job, but most are doing an excellent job. We are very proud of our accomplishments. We have to date in this class completed a number of outside jobs, such as complete engine overhaul on a Yamaha 250, tuneup on a Honda 450; we have turned up three outboard motors and have repaired and tuned numerous lawn mower engines.

Our present technical information lessons are centered around measuring instruments, namely, the caliper micrometers, inside micrometers, dial indicator and the machinist's steel rule. **—Cecil M. Jones, Small Engine Repair Instructor, Wynne Unit**

AN INSTRUCTOR'S FEELINGS

Every instructor wants his students to be the best, which is only right if he is a dedicated teacher. What I try to do is teach my students the ability to hold a job in the free world after release. I feel it is my responsibility to instill in the students the drive to be the best worker he can possibly be in his trade. I know that a man who goes out on a new job won't know the ropes—the rules, regulations and procedures of the shop or company; but, I want my students to learn the proper procedures to do a job.

Whatever the student does, reflects on the school —particularly on the instructor. If the instructor doesn't care about his work or the students, and doesn't maintain a high standard, he is failing his students, the school, the student's future employer, and himself.

I've heard the old saying, "Never lower yourself to another's level." I'm sorry for the instructor who believes that he must put himself on the same level as the student to be able to teach. Of course there are exceptions to every rule. No matter how hard you try, there will always be some students who can't be made into a machinist, brick layer, etc. To some extent every instructor has to be a "head shrinker" in order to figure each student's needs. It isn't always easy—the instructor needs to know how to handle each student differently, because no two people learn the same way. So as an instructor, one has to sometimes be a father, brother, friend, doctor, or whatever it takes to help the student learn. I guess what I've been trying to say is "you have to understand your students as a person—not just one in a crowd." **—Anonymous**

Career Library Started

The Clemens Unit has added a career information section to the inmate library. Thanks to the efforts of Occupational Orientation teacher Rod

Davis and librarian Ted Marr, inmates now have a variety of information available on how and where to find jobs and agencies to contact for assistance. Information from Windham School District, Texas Employment Commission, U. S. Department of Labor, Texas Rehabilitation Commission, and other agencies is displayed on a large shelf. Mr. Marr has since started a Career Section at the Retrieve Unit. —Rod Davis

Fifty Excuses For A Closed Mind

1. We tried that before.
2. Our place is different.
3. It costs too much.
4. That's beyond our responsibility.
5. We're all too busy to do that.
6. That's not my job.
7. It's too radical a change.
8. We don't have the time.
9. Not enough help.
10. That will obsolete our equipment.
11. Our organization is too small.
12. Not practical for busy people.
13. The people will never buy it.
14. We've never done it before.
15. It's against our policy.
16. Runs up our overhead.
17. We don't have the authority.
18. That's too ivory tower.
19. Let's get back to reality.
20. That's not our problem.
21. Why? It's still working today.
22. I don't like the idea.
23. You're right – but- .
24. You're two years ahead.
25. We're not ready for that.
26. We don't have equipment or room.
27. We don't have personnel.
28. It isn't in the budget.
29. Can't teach an old dog new tricks.
30. Good thought but impractical.
31. Let's hold it in abeyance.
32. Let's give it more thought.
33. Put it in writing.
34. They'll laugh at us.
35. Not that again.
36. Where'd you dig that one up?
37. We did all right without it.
38. That's what to expect from staff.
39. It's never been tried before.
40. Let's form a committee.
41. Has anyone else tried it?
42. I don't see the connection.
43. It won't work.
44. What you're really saying is . . .
45. In your department, yes, mine . . .
46. Let's all sleep on it.
47. I know a fellow who tried it.
48. Too much trouble to change.
49. We've always done it this way.
50. It's impossible.

The seven last words of a dying institution or organization: We've never done it that way before.

* * * * *

Mr. and Mrs. Gent have purchased a new home in Hunters Gleen near Stafford, Texas. Jerry teaches at Jester and Melba at the Darrington Unit.

Editorial

Weathervanes

This is an explanation rather than an editorial.

Some months ago we conceived an idea resulting in publication of **TRADE WINDS.** Its purpose was to provide an exchange of ideas, information and general news about the happenings in Windham School District Vocational Department.

Since that time, a ripple of "togetherness" has been sweeping the District and we felt a need to foster that feeling of oneness. To that end, we have retitled and redirected.

In no way can elements **within** the field of corrections hope to succeed if their goals and objectives are pulling in different directions—anymore than the criminal justice system can succeed unless all elements work together to accomplish its general goal of reducing crime. This includes the courts, police, **correctional institutions,** probation, parole and all other sub-systems within the criminal justice community.

Corrections has reached a point in time it can not isolate itself without furnishing accountability for the action of its individual components. It was true when John Donne said it and it is true today—"No man is an island unto himself." That can certainly be expanded to include any facet of corrections.

The day of reckoning has also come for education — particularly CORRECTIONAL EDUCATION. We can no longer separate education; as sure as bread and butter go together to make a better of piece of toast, academic and vocational educational must integrate to produce a better citizen.

We hope you will feel some of the pride that comes from working in a job which has so many potential benefits.

We hope we can, in some small way, foster that pride by providing a forum for the interchange which can result from sharing in a "job well done."

Building Trades—Eastham

Another Eastham Building Trades ended recently with 15 of the 17 students being recommended for certificates.

According to Mr. Joe Driskill, Building Trades instructor, a great variety of items were made during the course. They included: storage cabinets for band instruments; cabinets for kitchen, bathroom, and laundry room; two trestle type dining tables with benches; bookcases; a sewing center; and two covered cattle feeding troughs.

* * * * *

Let us know what's Happening

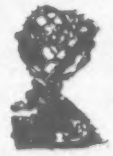
Vocational Drafting

The main idea of our vocational drafting course is indicated in the title. Vocational Drafting provides a basic working knowledge of drafting on a vocational entry level.

The subjects include drafting, instruments, lettering, geometric construction, sketching, projections, dimensioning, and pictoral drawing.

Effort is made to provide a professional free world working atmosphere at all times. This atmosphere includes student performance of individual responsibilities as well as group oriented projects in which each student provides independent work toward a class goal.

Orienting the subject matter, professional application, and use of equipment toward an existing free world job market provides motivated inmates the best possible opportunity for success in a free world vocation. **—Joel Schwartz, Drafting Instructor,, Mountain View**



Library News

A new Policy Manual and an Inmate Librarian's handbook are in the final stages of completion. This should be useful to the unit personnel in their atempt to keep the libraries uniform throughout the systm.

* * * * *

Mr. Ted Marr attended a jail service meeting in Houston on January 21.

* * * * *

Mike Huet joined the library staff as a part-time aide on January 17. Dana Eckles has re-joined the staff after a brief period spent at the Windham Office.

* * * * *

A new shipment of books written in the Spanish language has been received. The books will be shipped to the units in the near future for the enjoyment of Spanish-speaking inmates. These include fiction, history, biography, geography, anthropology, and books concerning cultural interests. Each professional, librarian has a list of these books as well as the Windham personnel involved in the bi-lingual program. If you are interested in the list, please get in touch with your supervising librarian or the qualified person holding the list.

* * * * *

Other shipments of new books have arrived and will be on the unit soon. One of these which may be of general interest to the inmate population is **ROOTS** by Alex Haley. Some material pertinent to Haley's personal and literary background is available in a recent issue of **CURRENT BIOGRAPHY.** A copy of the article can be sent upon request if it is needed for book discussion. There is an erroneous impression that the book is non-fiction. Although it has been carefully researched, it still remains a novel and has been embellished for popular appeal.

* * * * *

The Windham Library recently received the first in a series of three learning kits on "The Southwestern Mosaic: Living in a Land of Extremes". The kit is designed to aid the library and other community agencies and organizations in planning programs for adults in southwestern communities. The first kit features a guide for individual or group study on "The Challenges to Public Choice in Southwestern Politics". The guide includes a brief essay introducing the topic, reading suggestions and a roadmap guide to special resources in the Southwest which relate to the topic. Copies of the guide are available to the public at the Treatment Annex in the Professional Library. **—Library Staff Reporter Bertha Mae Davis**

Personnel News

Employee changes for the month of February:

Felix Buxkemper changed to Title I Counselor from an academic teacher at the Walls Unit.

Jerrell Gent transferred from Ramsey I to Central as an academic teacher.

Donald Knott was hired to teach physical education at Coffield.

Brenda Mudock was hired to be a vocational teacher aide.

Mary E. Spacek was hired as an academic teacher at Ferguson.

Ricky Thompson was hired as an academic teacher at the Walls.

Evelyn Bonner took maternity leave from the Central Unit.

Morris Hodgson resigned at Ferguson.

Patricia Thompson resigned as a vocational teacher aide.

Martha Smith was elected by members of the Walker County Teachers Federal Credit Union to the Board of Directors at their annual chili supper at the Huntsville High School on February 22.

* * * * *

Ferguson Special Education teacher Dan Christian is teaching a Developmental Education Life Skills Class. The chief objective of the class is the presentation of vocational information and experiences that will enable the student to be more efficient upon ntering the world of work. The vocational information consists of units—such as: filling out job applications, use of the telephone, and telephone directory, use of the newspaper in job hunting, and figuring time and wages, etc. The job experiences come from on-the-job training stations in the laundry, food services, and within the Windham Vocational Education department. A certificate will be awarded to the participating student listing and certifying the vocational competencies achieved in his area of training.

* * * * *

Bill Whitworth, Assistant Principal at Darrington, recently attended the national Association of Secondary School Principals Convention held in New Orleans. The program emphasized Performance-

Based Instruction, and was very informative. Bill, a chef-de-cuisine neophyte, also reported the food was excellent.

• • • • •

Darrington Choir teacher Jess Alexander recently played at the Vince Lombardi Awards Banquet in Houston. Former President Gerald Ford attended the award ceremony.

• • • • •

Fourteen Windham teachers and administrators are enrolled in a "Special Topics in Staff Development in Correctional Education" class. This graduate class is offered by Texas A&M University and taught by Dr. Don Seaman. The three semester hours of graduate level residence credit may be applied to either the Master's or doctoral degree. The class is held at the Sam Houston State University's Institute of Comtemporary Corrections and Behavorial Science Center.

• • • • •

Clemen's Special Education teachers Mrs. A. M. Jones and Mrs. F. M. Jones, and Assistant Principal Luther Danner presented a panel discussion before the Angleton affiliate of the Association For Children With Learning Difficulties (ACID). The panel discussion was presented February 22, with Mr. Luther Danner acting as the moderator.

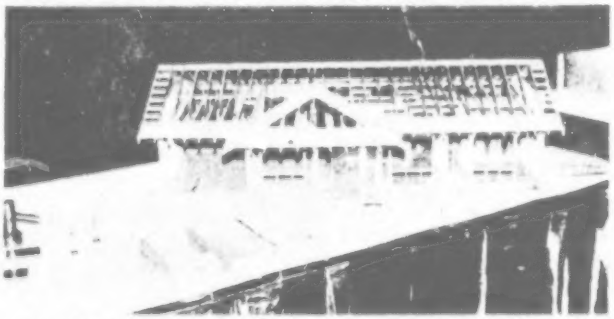
• • • • •

Mary Ann Brown attended an Adult Continuing Education TRENDS Liaison Conference in San Antonio February 2-3. The results of this Conference were included in North/South recent inservice programs. A TRENDS abstract notebook (color-coded for the addition of current materials) contining abstracts of educational materials, resources, and programs will be delivered to each unit within a month. Teachers may request any specimen material they wish to preview, at no cost, through this service. They may also contribute teacher-prepared material to TRENDS for examination by other teachers throughout the state. This service has been provided by Region II Education Service Center in Corpus Christi. Also forthcoming from this service center will be a monthly TRENDS newsletter for all teachers.

Music Notes

Three Windham Bands have entered a Nationwide contest recently. Windham School District was one of 21 high schools in the U. S. that were invited to submit tapes of their musical groups in a special arrangement of a song entitled "Yes We Can." Louisiana-Pacific will award $1000.00 to the winning band. The Ferguson Band directed by Steve Gates, the Wynne Band directed by Tom Miller, and the Eastham Band directed by Gene Ronsonette; all submitted tapes for their own version of the song. If one of the three bands does win 1st place, Mr. Manning and Dr. Rex mentioned that musical instrument will be purchased for the unit bands.

The Texas Department of Corrections Vocational Branch and the Windham Vocational Department worked jointly in assembling a display to portray their programs at the Governor's Conference on Technical-Vocational Education in Texas. The 20'x8' booth was constructed by the Building Trades students in Joe Driskell's class at Eastham. While the display was under construction at Eastham, Fred Young's Interior Finishing Trades students applied the vinyl and other finishing touches. The electrical work and slide shows were completed by the Windham Media Center staff.



Included in the February 15th and 16th display were numerous samples of vocational student's work inculding scale models of house construction, samples upholstery work, examples of radiator repair, and machine shop products.

• • • • •

Mrs. Dorothy Shandera, teacher at Ferguson, has been appointed as one of the 50 women in Texas to plan the Texas Women's Conference, which will be held in November in Houston. The conference is an extension of the National Women's Commission authorized by the International Women's Year. Representative Sarah Weddington is the chairperson of the Texas Women's Conference.

• • • • •

An Historical Note: "School is held six nights each week at the Huntsville Unit, and a varying number of nights at the farms. School is held an average of four nights each week on the farms. School is held in all instances between the hours of seven and nine o'clock in the evenings." **—Ernest Steele Rambo—July, 1933.**

Windham Winds is published monthly by the Windham Independent School District, Box 40, Huntsville, Texas 77340. Editors: Bill Monroe; Robert Pierre. Address all correspondence to the above address.

APPENDIX E

LIST OF ADDRESSEES TO WHOM SURVEY WAS SENT

ATTN: Educational Officer
State Board of Corrections
101 South Union St.
Montgomery, AL 36130

ATTN: Educational Officer
Dept. Health & Social
Services, Division of
Corrections
Pouch H 03, Health &
Services Bldg.
Juneau, AK 99811

ATTN: Educational Officer
Dept. of Corrections
1601 West Jefferson
Phoenix, AZ 85007

ATTN: Educational Officer
Dept. of Corrections
P.O. Box 8707
Pine Bluff, Arkansas 71601

ATTN: Educational Officer
Dept. of Corrections
714 P Street
State Office Bldg. No. 8
Sacramento, CA 95814

ATTN: Educational Officer
State Dept. of Institution
Div. Correctional Services
4150 S. Lowell Blvd.
Denver, CO 80236

ATTN: Educational Officer
Dept. of Corrections
340 Capitol Ave.
Hartford, CT 06115

ATTN: Educational Officer
Bureau of Adult Correction
Box 343
Smyrna, DE 19977

ATTN: Educational Officer
Dept. of Offender Rehab,
1311 Winewood Blvd.
Tallahassee, FL 32301

Dept. Mental Hlth &
Corrections
Bureau of Corrections
411 State Office Bldg.
Augusta, GA 04333

ATTN: Educational Officer
Dept. of Corrections
Institutional Operations
118 E. Jackson St.
Dublin, Georgia 31021

ATTN: Educational Officer
Dept. Social Services
Corrections Division
P.O. Box 339
Honolulu, HI 96809

ATTN: Educational Officer
Dept. of Corrections
Box 7309
Boise, Idaho 83707

ATTN: Educational Officer
Adult Institutions Serv.
Dept. of Corrections
201 Armory Bldg.
Springfield, IL 62706

ATTN: Education Officer
Dept. of Corrections
804 State Office Bldg.
Indianapolis, IN 46204

ATTN: Education Officer
Dept. of Correctional Instit.
Robert Lucas Building
Des Moines, IA 50319

ATTN: Education Officer
Dept. of Corrections
KPL Tower Bldg.
818 Kansas Ave., Suite 500
Topeka, KS 66612

ATTN: Education Officer
Bureau of Corrections
State Office Bldg.
Frankfort, KY 40601

ATTN: Education Officer
Dept. Of Corrections
P.O. Box 44304
State Capitol Station
Baton Rouge, LA 70804

ATTN: Education Officer
Dept. Correctional Serv.
Division of Correction
6314 Windsor Mill Road
Baltimore, MD 21207

ATTN: Education Officer
Dept. of Correction
Saltonstall Office Bldg.
Government Center
100 Cambridge St.
Boston, MA 02202

ATTN: Education Officer
Dept. of Corrections
Stevens T. Mason Bldg.
Lansing, MI 48913

ATTN: Education Officer
Dept. of Corrections
430 Metro Square Bldg.
7th & Robert Streets
St. Paul, MN 55101

ATTN: Education Officer
Mississippi State
Penitentiary
Parchman, MS 38738

ATTN: Education Officer
Division of Corrections
Broadway Building
Jefferson City, MO 65101

ATTN: Education Officer
Division of Corrections
1539 11th Sve.
Helena, MT 59601

ATTN: Education Officer
Dept. of Correctional Instit.
P.O. Box 94661
Lincoln, NE 68509

ATTN: Education Officer
Nevada State Prisons
P.O. Box 607
Carson City, NV 98710

ATTN: Education Officer
New Hampshire State Prison
Box 14
Concord, NH 03301

ATTN: Education Officer
Division of Correction &
Parole
135 West Hanover St.
Trenton, NJ 08625

ATTN: Education Officer
Dept. of Corrections
P.O. Box 2325
Santa Fe, NM 87501

ATTN: Education Officer
Dept. of Correctional Serv.
State Office Bldg. Campus
Albany, NY 12226

ATTN: Education Officer
New York City Dept. of
Corrections
100 Centre St.
New York, NY 10013

ATTN: Education Officer
Dept. of Corrections
Division of Prisons
831 W. Morgan St.
Raleigh, NC 27603

ATTN: Education Officer
Director of Institutions
State Capitol
Bismarck, ND 58505

ATTN: Education Officer
Dept. of Corrections
1050 Freeway Drive North
Columbus, OH 43229

ATTN: Education Officer
Dept. of Corrections
Division of Institutions
3400 North Eastern
Oklahoma City, OK 73111

ATTN: Education Officer
Dept. of Human Resources
Corrections Division
2575 Center St., Northeast
Salem, Oregon 97310

ATTN: Education Officer
Dept. of Justice
Correction Division
Box 598
Camp Hill, PA 17011

ATTN: Education Officer
Dept. of Corrections
75 Howard Ave.
Cranston, RI 02920

ATTN: Education Officer
Dept. of Corrections
4444 Borad River Rd.
P.O. Box 766
Columbia, SC 29202

ATTN: Education Officer
Dept. of Social Services
Division of Corrections
402 West Sioux
Pierre, SD 57501

ATTN: Education Officer
Dept. of Corrections
11th Floor, 1st American
Center
Nashville, TN 37238

ATTN: Education Officer
Dept. of Social Services
Division of Corrections
2525 S. Main St., Suite 15
Salt Lake City, 84115

ATTN: Education Officer
Agency of Human Services
Dept. of Corrections
79 River St.
Montpelier, VT 05602

ATTN: Education Officer
State Dept. of Corrections
22 East Cary Street
Richmond, VA 23219

ATTN: Education Officer
Dept. Social & Health
Services
Adult Corrections Division
P.O. Box 1788
Olympia, WA 98504

ATTN: Education Officer
Dept. Public Institutions
Division of Correction
State Capitol Bldg.
Charleston, WV 25305

ATTN: Education Officer
Dept. Health & Social
Services
Division of Corrections
P.O. Box 669
Madison, Wisconsin 53701

ATTN: Education Officer
State Board of Charities
& Reform
Capitol Building
Cheyenne, WY 82002

APPENDIX F

SURVEY FORM

CAREER EDUCATION IN CORRECTIONS

State: _____

Chief Education Officer: _____

Address: _____

_____

_____

INSTRUCTIONS: Place the number corresponding to your level in the box.

I. INSTITUTIONAL COMMITMENT

A commitment by local parent institution to adopt a policy for the incorporation of career education through all educational programs has been made.

0. No commitment has been made.

1. Verbal commitment recognizing career education in principle and is investigating methods of implementation.

2. The institution has established a written policy supporting career education as a part of the educational program.

II. BUDGET

An educational budget reflects the incorporation of career education.

0. No funds are being budgeted.

1. No line item is provided and funds that are spent are allocated on a discretionary basis.

2. A line item figure has been established.

3. A specific "per-pupil" allocation has been established.

III. STAFF DEVELOPMENT

A career education staff development plan has been developed and implemented including such techniques as workshops, in-service classes, and/or community resources utilization.

0. No staff development

1. Orientation session made available.

2. Training session made available.

3. A comprehensive on-going staff development program made available.

IV. COMMUNITY SUPPORT

Student, industrial and business respresentatives are encouraged to participate in the career education process.

0. No participation by community resources.

1. Verbal support for career education from community

2. Official support from boards of community groups for career education.

3. A plan exists for a comprehensive formal system of participation by community resources.

4. Community activities such as (1) serving on committees, (2) involvement in program development, and (3) demonstrating work skills.

V. INSTRUCTIONAL SERVICES

Curriculum has been modified to achieve specific learner outcomes.

0. No career education curriculum activities exist.

1. Specific supplementary career education curriculum activities are implemented.

VI. INSTRUCTIONAL RESOURCES

Instructional resources that contribute to the achievement of specific learner outcomes of a career education program have been made available to teacher and students.

0. No material available.

1. Mostly free and inexpensive material available.

2. Selected material available.

3. A wide variety of resources are available.

VII. OCCUPATIONAL INFORMATION

An occupational information system to aid in post-release employment has been established.

0. No information system available.

1. Mostly free and inexpensive material available.

2. Selected material available.

3. A total occupational information system is operational.

VIII. SELF-ASSESSMENT

A system for helping students to realistically relate themselves to their career choices has been developed.

0. No self-assessment procedures are being used.

1. Random use of material and activities.

2. Planned use of limited material and activities.

3. Systematic programs of self-assessment procedures are in use.

IX. BASIC LEARNER OUTCOMES FOR CAREER EDUCATION

A system of evaluating basic learner outcomes has been developed to measure career education program.

0. No evaluation of student outcomes.

1. Use of a measurement or diagnostic system that relates to the programs, student goals and objectives in use.

X. PROCEDURAL OUTCOMES

Plans have been initiated for the institution's career education program to be evaluated by means of a procedural review.

0. No procedural review being conducted.

1. Annual evaluation of each aspect of the career education program being conducted.

Thank you for your help in this questionnaire. We realize the terms may not correspond to those you may be using, but if you consider yourself using a form of career education we would appreciate any comments you care to make. We can then discuss your concept on a one-to-one basis.

COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX G

GOAL STATEMENTS

The following ten goal statements served as the basis for the survey form (attached).

These same statements and their numbered sequence are shown in tabular form as "Goal Statements (numbered)".

Numbers in parenthesis represent a value range of from "none to most".

I. A commitment by local parent institution to adopt a policy for the incorporation of career education through all educational programs has been made. (0-2)

II. An educational budget reflects the incorporation of career education. (0-3)

III. A career education staff development plan has been developed and implemented including such techniques as workshops, in-service classes, and/or community resources utilization. (0-3)

IV. Student, industrial and business representatives are encouraged to participate in the career education process. (0-4)

V. Curriculum has been modified to achieve specific learner outcomes. (0-1)

VI. Instructional resources that contribute to the achievement of specific learner outcomes of a career education program have been made available to teachers and students. (0-3)

VII. An occupational information system to aid in post-release employment has been established. (0-3)

VIII. A system for helping students to realistically relate themselves to their career choices has been developed. (0-3)

IX. A system of evaluating basic learner outcomes has been developed to measure career education program. (0-1)

X. Plans have been initiated for the institution's career education program to be evaluated by means of a procedural review. (0-1)

TOTAL (0-24)

APPENDIX H

RESPONDENTS TO SURVEY SHOWING
THEIR GOAL STATEMENT VALUES

	I	II	III	IV	V	VI	VII	VIII	IX	X	TOTAL (0-24)
AL											c
AK	2	1	3	0	1	2	3	2	1	1	b
AZ	0	1	0	0	1	2	0	0	0	0	4
AR	0	0	0	0	1	1	2	0	0	0	4
CA	1	1	0	4	1	2	1	1	0	0	11
CO_1	2	1	2	1	1	3	0	2	1	1	14
CO_2	1	1	0	1	1	2	0	1	0	0	7
CT	2	1	3	2	1	1	1	3	1	1	16
DE											d
DC											d
FL	0	0	0	0	0	0	0	1	0	0	1
GA	1	1	0	1	0	1	1	2	1	1	9
HI	1	2	3	a	a	a	a	a	a	1	7
ID	2	1	3	3	1	2	3	3	1	1	20
IL	2	1	3	3	1	3	3	3	1	0	20
IN	2	2	a	a	a	a	a	a	a	1	5
IA	1	1	2	3	a	3	2	2	1	1	16
KS	1	1	1	1	1	2	2	3	a	1	13
KY	1	1	0	0	0	2	2	2	0	0	8
LA	0	0	0	0	0	0	0	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	0	0
MD	0	0	2	3	2	3	3	3	1	0	17
MA	1	0	1	1	0	1	1	0	0	0	5
MI	1	1	1	1	1	2	2	2	1	0	12
MN	0	0	0	4	1	3	3	3	a	a	14
MS	0	0	0	0	0	2	0	0	0	0	2
MO	0	0	0	0	0	0	2	1	1	0	4
MT	1	1	0	2	1	1	2	2	0	1	11
NE	1	1	1	0	1	2	1	1	0	0	8
NV	0	0	0	0	0	0	0	3	0	0	3
NH	0	0	0	0	0	0	1	0	0	0	1
NJ	2	2	3	3	1	3	3	3	1	1	22
NM											d
NYC	2	2	2	3	1	2	2	2	1	1	18
NYS	0	0	0	0	0	2	2	2	0	0	6

GOAL STATEMENTS (continued)

NC	0	2	2	3	1	3	1	1	1	0	14
ND	0	1	0	0	0	1	1	0	1	0	4
OH	1	1	2	1	1	2	2	2	0	1	13
OK	1	1	0	0	0	1	1	1	0	0	5
OR	1	2	2	2	1	3	3	3	1	1	19
PA	2	1	3	2	1	2	2	3	1	1	18
RI	2	1	3	1	1	1	1	2	1	0	13
SC	1	0	0	0	0	0	0	0	0	0	1
SD	1	1	2	0	1	2	2	1	0	0	10
TN	1	1	0	4	a	3	0	1	1	0	11
TX	1	0	0	2	0	1	1	1	0	0	6
UT	2	2	3	3	1	3	3	2	1	1	21
VT	1	1	3	0	1	0	1	0	0	0	7
VA	0	1	0	1	1	2	0	1	0	0	6
WA	1	2	2	2	0	2	2	3	1	1	16
WV	2	2	0	1	1	2	2	1	0	0	11
WI	2	1	3	4	1	3	3	3	1	1	22
WY	0	0	0	0	0	1	1	1	0	0	3

a - NO ENTRY

b - INVALID DATA

c - NO DATA FURNISHED (RESPONSE RECEIVED)

d - SURVEY NOT RETURNED

CO_1 - Colorado State Reformatory

CO_2 - Colorado State Penitentiary

DC - District of Columbia

NYC - New York City

NYS - New York State

APPENDIX I

TABULATION OF SURVEY RESULTS

I. A commitment by local parent institution to adopt a policy for the incorporation of career education through all educational programs has been made.

Rating	Number of States
0 (Least)	16
1	21
2 (Most)	12

II. An educational budget reflects the incorporation of career education.

Rating	Number of States
0 (Least)	16
1	24
2	9
3 (Most)	0

III. A career education staff development plan has been developed and implemented including such techniques as workshops, in-service classes, and/or community resources utilization.

Rating	Number of States
0 (Least)	24
1	4
2	9
3 (Most)	11

IV. Student, industrial and business representatives are encouraged to participate in the career education process.

Rating	Number of States
0 (Least)	19
1	10
2	6
3	8
4 (Most)	4

V. Curriculum has been modified to achieve specific learner outcomes.

Rating	Number of States
0 (Least)	18
1 (Most)	26

VI. Instructional resources that contribute to the achievement of specific learner outcomes of a career education program have been made available to teachers and students.

Rating	Number of States
0 (Least)	8
1	11
2	18
3 (Most)	11

VII. An occupational information system to aid in post-release employment has been established.

Rating	Number of States
0 (Least)	11
1	14
2	13
3 (Most)	9

VIII. A system for helping students to realistically relate themselves to their career choices has been developed.

Rating	Number of States
0 (Least)	10
1	13
2	12
3 (Most)	12

IX. A system of evaluating basic learner outcomes has been developed to measure career education program.

0	25
1	20

X. Plans have been initiated for the institution's career education program to be evaluated by means of a procedural review.

0	30
1	18

APPENDIX J

Analysis of WSD CEMS Sample

Outcome Sub Category Number	Performance Criteria	Test Group Areas of Concern N=23	Reg. Group N=32	Totals N=55	Percent
001	2	11	4	15	72.7
002	1	12	11	23	58.5
003	2	11	16	27	50.9
004	1	14	9	23	58.2
005	2	11	21	32	41.8
006	1	5	5	10	81.8
007	1	19	23	42	26.6
008	2	3	0	3	94.6
009	2	15	14	29	47.3
010	2	2	3	5	90.9
011	2	9	11	20	63.6
012	2	18	19	37	32.7
013	2	4	5	9	83.6
014	2	5	4	9	83.6
015	1	5	6	11	80.0
016	1	4	7	11	80.0

Outcome Sub Category Number	Performance Criteria	Test Group Areas of Concern N=23	Reg. Group N=32	Totals N=55	Percent
017	1	8	10	18	67.3
018	2	2	3	5	90.9
019	2	7	3	10	81.8
020	2	12	17	29	47.3
021	2	10	9	19	65.5
022	1	19	27	46	16.4
023	2	8	6	14	74.6
024	2	16	12	28	49.1
025	1	8	11	19	65.5
026	2	12	11	23	58.2

APPENDIX K

COMPARISON OF RESULTS OF CCMS IN WINDHAM TO STATEWIDE RESULTS
(1976)

SUB-CATEGORY TITLE AND NUMBER	OUTCOME OBJECTIVES	%STUDENTS MASTERING OUTCOMES (WSD) (SAMPLE)[1]	(CEMS) (SAMPLE)
Goal Setting 001	The student should be able to identify factors that contribute to personal job satisfaction. The student should be able to determine the importance of matching personal goals with career choice.	73	78
Lifestyle 002	The student should be able to identify factors which influence a person's life-style.	58	69
Assistance in Decision Making 003	The student should be able to apply a decision-making process to solving problems related to career choice. The student should be able to use his/her own resourcefulness to solve career-related problems.	51	51

[1]Comparison of Sub Category Results by Grade as taken from "Report of Assessment in Career Education," Career Education Measurement Series, Appendix G, pp. 75-76, June, 1976, Texas Education Agnecy with those results using the same measuring instruments in the Windham School District

Occupational Supply and Demand 004	The student should be able to investigate the supply and demand for a particular occupation prior to making a career choice.	58	57
Career Information 005	The student should be able to identify the benefits derived from talking with qualified people working in areas of interest to him/her. The student should be able to locate and use appropriate sources of information that will aid a person in making a career choice.	41	45
Job Characteristics 006	The student should be able to identify various jobs that require the same skills.	82	35
Job Characteristics and Individual Needs and Interests 007	The student should be able to match his/her individual needs and interests with his/her career choice.	24	73
Job Location and Interview Skills 008	The student should be able to identify the various parts of a job application form and select from several samples the one form which has been properly completed. The student should be able to distinguish between appropriate and inappropriate interview behaviors.	95	79

Job Retention Skills and Understandings 009	The student should be able to give examples of ways to improve one's chances for persona' job success.	47	56
Attitudes Toward Work 010	The student should be able to give examples of individual attitudes toward work and identify factors that influence a person's attitude toward work. The student should be able to indicate the advantages of completing a task. The student should be able to identify examples of personal satisfaction through one's own accomplishments and recognize that satisfaction may or may not be the same for all individuals. The student should be able to demonstrate, as an employee, compliance with reasonable decisions made by other persons with legitimate authority.	91	85
Appreciation for Quality Work 011	The student should be able to detect quality work in relation to a task or job and indicate the advantages of quality work performance. The student should be able to give examples of an individual taking pride in his/her work and work products.	64	57

Interpersonal Relationships Skills 012	The student should be able to identify examples of a person exhibiting "good" manners on the job or in social settings and indicate the importance of doing so.		
	The student should be able to indicate the benefits of and necessity for being sensitive toward others.	33	36
	The student should be able to recognize instances in his/her life when /she will have to make compromises.		
Human Relationships Skills 013	The student should be able to recognize the consequences of prejudice among different races or ethnic groups as it affects the behavior of individuals.	84	78
	The student should be able to identify factors which contribute to prejedice.		
Group Dynamics Skills 014	The student should be able to identify ways a person can effectively interact with other people as a team member.		
	The student should be able to identify examples of respectful behavior among people of different races or ethnic origins and indicate the results of such behavior.	84	70

(continued)

	The student should be able to identify the advantages and disadvantages of being a leader and/or follower. The student should be able to identify the most effective means of communication for different situations. The student should be able to indicate the benefits of communicating, projecting thoughts, and/or expressing one's feelings.		
Personal Adjustment and Problem Solving 015	The student should be aware of and should be able to select the appropriate assistance from school, public, and/or private counselors on problems about school, home, career choice, career requirements, lifestyles and/or getting along with other people. The student should be able to indicate situations in which a person might be required to make adjustments.	80	76
Understanding Self-Concept 016	The student should be able to determine the importance of recognizing personal faults or limitations. The student should be able to recognize ways a person's self-concept influences his/her ability to succeed.	80	84

Career Interests and Capabilities 017	The student should be able to identify factors which will influence a person's career options such as personal characteristics, training, requirements, finances, and parental attitudes.	67	72
Responsibilities Within the Work Environment 018	The student should be able to identify appropriate behavior for working with or without supervision and for working independently or with others. The student should be able to identify responsibilities which one would have to oneself and to fellow workers when performing a task or job. The student should be able to identify good safety habits which would be applicable on the job and at home. The student should be able to indicate the benefits of caring for and conserving the use of equipment and materials on the job. The student should be able to indicate reasons for maintaining good health in relation to job performance.	91	84
Responsibilities and Rights Derived from Political/ Societal Environment 019	The student should be able to identify the consequences of a person not being employed. The student should be able to identify rights that are granted to us by our (continued)		

	social and political institutions including matters such as property ownership and freedom of speech.		
	The student should be able to identify ways our society is responsible for supporting certain individuals such as orphans and the aged.	82	73
	The student should be able to identify services such as education, police protection, and highway maintenance that are provided by city, county, state and/or federal governments and paid for with tax money.		
Developing Positive Attitudes and Behaviors for Participation in the Political/ Societal Environment	The student should be able to indicate situations which reflect a positive attitude or respect toward the United States and participation in the American political and economic systems.		
020	The student should be able to conclude that participation in the political process can make the system more responsive to its populace.	47	53
	The student should be able to identify ways to conserve, and reasons for conserving, environmental and human resources.		

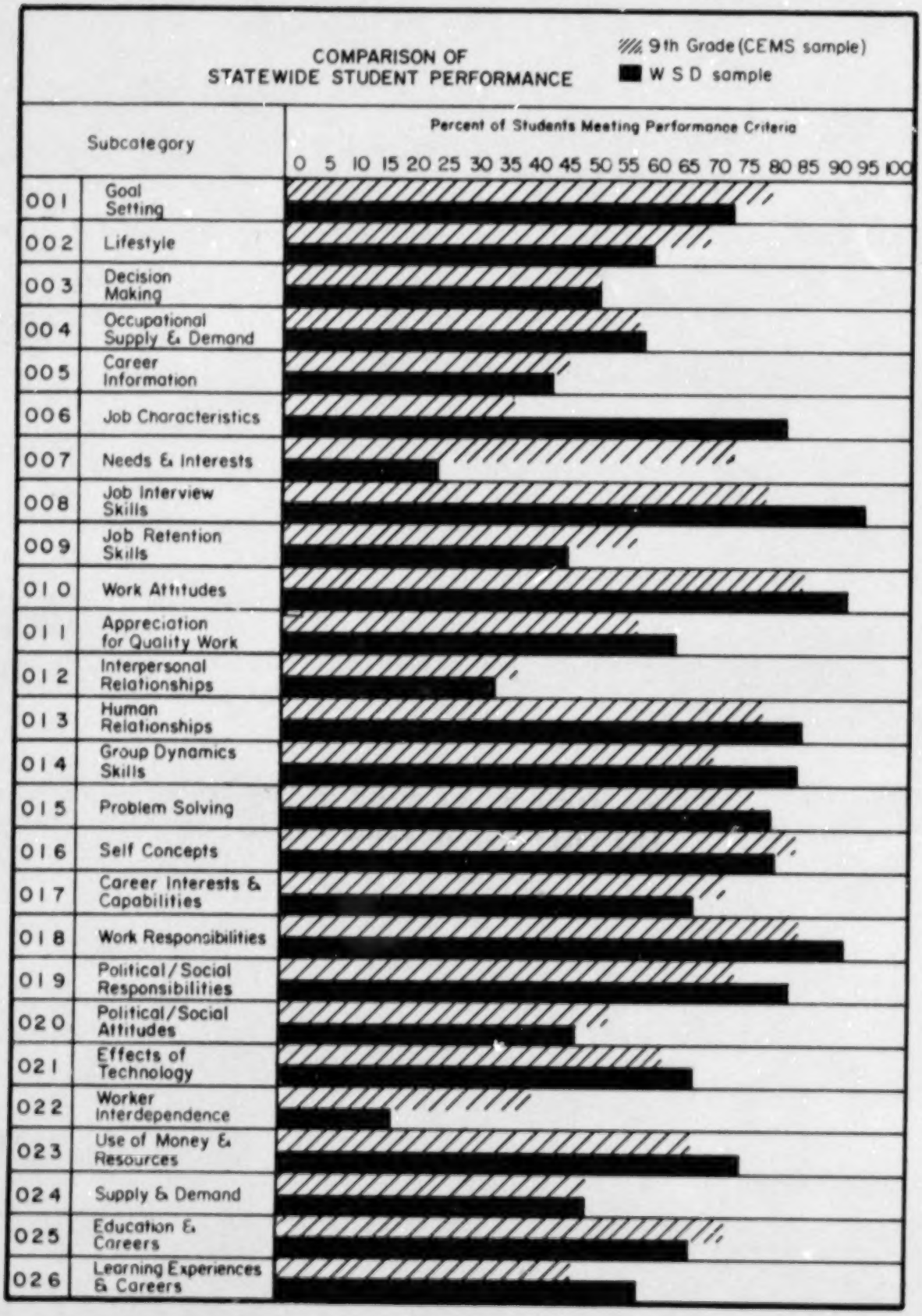
Effects of Technology 021	The student should be able to identify ways technology can affect a person's work and lifestyle.		
	The student should be able to identify situations in which technology necessities retraining of the labor force.	66	61
Job Specialization and Worker Inter-dependence 022	The student should be able to identify the results of dependence on other people, businesses and communities for our basic needs.	16	40
Use of Money and Resources 023	The student should be able to define interest charge and indicate why it is a necessary cost for using other people's money.		
	The student should be able to determine that the wages a person receives may be dependent upon one's time and effort.	75	66
	The student should be able to distinguish between gross income, net income, income taxes and other deductions.		
	The student should be able to recognize that some decisions a person makes may require giving up doing or buying something else with one's time or money.		
	The student should be able to interpret a household budget involving income and expenditures.		

Supply and Demand 024	The student should be able to indicate the relationship among resources, goods and services. The student should be able to identify factors that affect the supply and demand of items or services. The student should be able to indicate the effects of scarcity of resources. The student should be able to identify the effects of consumer influence on the kinds and numbers of goods and services that are produced.	49	49
Relationships of Education (formal or informal) to Career Opportunity 025	The student should be able to give examples of how the understandings of specific knowledge is a means of achieving a particular career goal. The student should be able to identify courses which are available in school that offer specialized training programs for full-time employment.	66	72
Relationships of Learning Experiences (in school or out) to Career Opportunity 026	The student should be able to identify learning experiences in school which will improve his/her ability to follow a particular career direction or enable him/her to make necessary career adjustments. (continued)		

The student should be able to indicate reasons for asking questions when he/she needs information.	58	46
The student should be able to determine that by listening and reading a person can be exposed to and/or absorb the thoughts and knowledge of others.		

*Note: Figures have been rounded to the nearest whole number in the WSD sample.

APPENDIX L


COMPARISON OF
STATEWIDE STUDENT PERFORMANCE
9th Grade (CEMS sample)
W S D sample
Subcategory
Percent of Students Meeting Performance Criteria
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
001 Goal Setting
002 Lifestyle
003 Decision Making
004 Occupational Supply & Demand
005 Career Information
006 Job Characteristics
007 Needs & Interests
008 Job Interview Skills
009 Job Retention Skills
010 Work Attitudes
011 Appreciation for Quality Work
012 Interpersonal Relationships
013 Human Relationships
014 Group Dynamics Skills
015 Problem Solving
016 Self Concepts
017 Career Interests & Capabilities
018 Work Responsibilities
019 Political/Social Responsibilities
020 Political/Social Attitudes
021 Effects of Technology
022 Worker Interdependence
023 Use of Money & Resources
024 Supply & Demand
025 Education & Careers
026 Learning Experiences & Careers